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ABSTRACT

The FY 2000-2004 Vermont State Plan for Technical Education is based on a strategic planning process that began in 1996 and entailed reviewing and creating a strategic plan for its technical education system. The FY 2000-2004 State Plan was written by building on the conclusions of several state-wide task forces and conferences. Four particular points were stressed during the discussions: (1) business stressed the need for a more complete system of technical education; (2) technical centers were perceived to be efficient and effective training sites; (3) reservations were raised over the idea of rigorous entry requirements; and (4) technical education should continue to be an integral part of the secondary system. Recommendations on state needs and priorities were identified. Specific goals include (1) establishing industry standards that align technical education on all levels; (2) aligning education opportunities to allow the students to reach these standards, (3) providing the resources that secondary, adult and postsecondary programs need to teach to high standards, (4) providing teachers with the knowledge, skills, and resources they need to teach to high standards, and (5) providing the support necessary to insure success for all students. Related information is provided on program administration, accountability and evaluation, special populations, tech prep, and financial requirements. (JJL)

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ED 431 455

The Carl D. Perkins
Vocational and Technical
Education Act of 1998

Vermont State Plan For Technical Education FY 2000 – 2004

Career and Lifelong Learning Team
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Section I.

Planning, Coordination and Collaboration Prior to Plan Submission

1.1 Public Hearings

[Section 122(a)(3)]

The FY 2000-2004 State Plan for Technical Education is based on a strategic planning process that began long before the writing process began. Vermont has been examining workforce development throughout the decade and has been in the process of reviewing and creating a new strategic plan for its technical education system since 1996. The steps and venues for this strategic planning process are as follows.

- The 1996 Vermont Legislature determined that the role of technical education in education and workforce development should be reexamined as it grapled with whether the existing facilities were to be up-graded or replaced. A joint summer committee of the House and Senate Education Committees was created to develop recommendations on the role of technical education and the state's investment in technical center construction. The joint committee solicited input from agencies involved in secondary and postsecondary technical education and workforce training, stakeholders, and members of the public. Because widely differing opinions were expressed during its hearings, the committee recommended that the 1997 Legislature form a joint committee of the State Board of Education (SBE) and the Human Resource Investment Council (HRIC) and charge it to examine and make recommendations on the governance, organization and funding for technical education in Vermont.

- The 1997 Vermont Legislature acted on the recommendations of the summer committee and directed that the SBE and the HRIC create a joint committee to make recommendations on the governance, organization, and funding for a technical education system for Vermont. The Technical Education Steering Committee was formed in September 1996, and was composed of over 30 members who represented the SBE and HRIC as well as representatives from schools, businesses, and other stakeholders. In February and April of 1997, the committee held full-day, public conferences (with attendance of over 300 people at each conference) to explore the direction technical education should take.

- The 1997 Vermont Legislature also developed and passed landmark legislation in Act 60 that restructured funding for education in Vermont and created a standards-based approach to school reform. While it applied the reform agenda to technical education, it deferred new legislation on technical education until it received the report of the Technical Education Steering Committee.

- In November, 1997, the Technical Education Steering Committee issued its first draft of a new design for technical education for public comment. Five public hearings were held in different regions in the state. Each hearing drew between 20 and 100 people who were educators, business people and organizations, labor representatives, parents, students, representative of students with special needs, and other stakeholders. In December, the Technical Education Steering Committee reviewed the feedback from these hearings, revised the design for technical education, and submitted a final set of recommendations to the SBE and HRIC for their report to the 1998 Legislature.

- The 1998 Vermont Legislature drafted new legislation for technical education and held a hearing to provide members of the public an opportunity to testify on different aspects of the proposed bill. In April 1998, the bill was passed and signed into law as Act 138, *An Act Relating to Vermont's Technical Education System*. The Act restructures state funding for secondary technical education and sets up mechanisms to further explore governance and organization options for further restructuring of a comprehensive technical education system.

- The FY 2000-2004 State Plan was written by building on the conclusions of this strategic planning process. During December and January new policy issues were discussed with regional administrators of secondary programs, postsecondary partners, corrections personnel, other partners in the Unified Plan, and the State Board of Education.

- On January 29, 1999, these decision points were presented to and discussed with members of regional Workforce Investment Boards and other members of the interested public over Vermont Interactive Television.

- A draft of the state plan was published on the Vermont Department of Education's website. Additionally, the Career and Lifelong Learning team warned and held two public hearings to solicit comment on the state plan (See Appendix H for copies of the warnings). The first hearing was held in the Northern part of the state in Morrisville, Vermont, on March 4, 1999. The second hearing was held in the Southern part of the state in Springfield, Vermont, on March 5, 1999. Finally, on March 18, a public hearning on the entire Unified Plan was held at all twelve sites of Vermont Interactive Television.

1.2 Summary of Recommendations [Section122(a)(3)]

1.2.1 Recommendations from Hearings

Recommendations on state needs and priorities were identified at every stage of the development of a design for a technical education system for Vermont and of the development of the State Plan for Technical Education, FY 2000 – FY 2004.

Joint Legislative Committee on Technical Edcuation – December, 1996

Needs assessement:

The committee found that some of the **needs** of the technical education system included:

- Demand for greater employment-focused adult education at the community level
- Technical centers should serve more secondary students to provide career preparation and an opportunity to apply academic skills to technical tasks
- Stronger regional representation needs to be incorporated into governance
- Centers need to up-grade programs and program offerings
- Technical education needs to be a part of a coherent workforce education system

Priorities:

The committee recommended that a system of workforce education and training be created to provide:

- More efficient and effective delivery systems
- Technical education programs that respond to economic development needs
- A system that forges links between business, state agencies, secondary and postsecondary institutions
- A stronger regional voice in the governance and operation of technical centers
- Greater accessibility for students to technical education
- Piloting of one-stop career centers.

(see Appendix A for a full copy of this report)

State-wide Conferences on Technical Education – February & April, 1997

These two conferences focused on identifying these elements of a workforce education system for Vermont. Groups reviewed Vermont and other states' systems. There were a core group of elements that received repeated mention.

Priorities:

- The system needs effective career guidance in the K-12 system. Career plans, pathways, and portfolios are strategies that should be a part of coherent career preparation.
- Standards need to play a central role in driving the system. Industry-based standards and high academic skills need to provide the basis for an effective system of student assessment.
- Education in the workplace needs to play a larger role in the system. A strong system of student apprenticeship should cap off a system that includes varying levels of workplace learning including mentoring, shadowing, internships for all students.
- The system must be coordinated to make efficient use of resources of schools businesses, colleges, and agencies.
- Funding must be coherent and support the system in a way that encourages access, entrepeneurship, and state-of-the-art programming.

(a copy of the report on these conferences can be found in Appendix B)

Findings of the Technical Education Steering Committee - October & December, 1998.

Needs Assessment

After a year of investigation, public conferences, and monthly meetings, the Technical Education Steering Committee (composed of agencies, education providers, and business representatives) developed a report that identified the following needs for a technical education system:

- Access for all Vermonters to a standards-based, accountability-driven system
- Responsiveness to a changing job market
- Availability of a skilled workforce for current and future employers
- Public/private partnerships
- Strong linkages between high schools and tech centers
- High academic achievements and occupational skill attainment are integral for all students
- Strong linkages between secondary and postsecondary programs.

A copy of the initial report the of Technical Education Steering Committee can be found in Appendix C.

Five hearings on the technical education system were held in different regions in the state. The needs identified in these hearings were as follows:

- Technical education programs need to provide access and opportunities for success to students who have not done well in the traditional academic setting – emphasis on entry standards and attainment of rigorous academic and technical skills (exit standards) worried advocates for students with special needs
- Perceptions need to be changed so that high performing students are encouraged to enroll in technical education
- Educators, parents, students, and other stakeholders need to be included in planning technical education programming along with representatives from business
- Strong negative reactions emerged on a centrally governed system that would include state-wide teacher contracts and central control.

A summary of hearing findings can be found in Appendix D.

The final draft of the Technical Education Steering Committee, issued in January 1998, that was developed after these hearings identified the following technical education programming needs:

- There is a lack of clear entry standards for technical education programs
- Inconsistent information and guidance is available to students
- Adults have limited access to technical education programs
- Programs have gender bias in enrollments and in their completion rates

- There is no developed state-wide system for postsecondary and adult technical education
- High schools and technical centers do not have a systemic way to work together to ensure that students of all abilities have access and are encouraged to consider technical education programs
- Social and cultural issues with students, parents, and educators discourage participation in technical education programs
- Some programs are not based on the Vermont Framework and national skill standards.

Priorities:

To address these needs, the report identified priorities for a technical education system:

- Technical education programs in secondary, adult and postsecondary technical education that are based on national industry standards and that articulate the high levels of academic, workplace and occupational skills required by today's workforce and that lead to credentials that are recognized and valued by employers
- Multi-agency coordination that creates a seamless delivery system
- Access to quality programming state-wide
- Program development that reflects regional needs and the economic development needs of the state.

A copy of this report can be found in Appendix E.

The 1998 Vermont Legislature reviewed the report of the Technical Education Steering Committee, took public testimony on the technical education system, and developed and enacted new state legislation for technical education in Act 138.

Needs Assessment

This act identifies the following needs in technical education programming:

- Workplace education and training efforts in Vermont are limited and insufficiently funded
- Collaboration within a region often depends more on individual situations than on the economic development and educational needs of the region and students
- Student and program performance outcome data and evaluation are limited
- Social and cultural issues with students, parents and educators discourage participation in technical education programs
- Technical centers need to encourage female and male enrollment in course work leading to high wage career opportunities.

Priorities

The act goes on to identify the legislature's priorities to guide the creation of a system that:

(1) Promotes high academic and technical performance standards for all technical education students
(2) Engages all the schools in the region in appropriate decision making
(3) Promotes maximum access
(4) Guarantees an equal opportunity for successful education and career development for all Vermonters,
(5) Integrates academic and technical education
(6) Improves coordination between technical centers and high schools
(7) Incorporates career academics and pathways
(8) Increases public and private sector job training sites
(9) Promotes the development of programs that foster economic development throughout the state.

A complete copy of the Act can be found in Appendix F.

Summary of Comments – March, 1999, Public Hearings

At the public hearings on the state plan held March 4,5, and 18, 1999, there were the following comments on the content of the state plan:

- Concern was expressed about the elimination of set-asides for adult technical education. While much has been said in the state about the need for state-wide access for adult technical education and training, the state plan eliminates targeted funds for single parents and no longer includes a state set-aside for adult technical education services (the prior state plan required that secondary recipients allocate 15% of their grant for this purpose).
- The strong emphasis on professional development does not recognize that most school districts already allocate funds for teacher in-service. Will using Perkins funds for this move funds away from areas where these funds are needed more?
- The split between secondary and postsecondary technical education is still described as 80% for secondary and 20% for postsecondary. Should not the postsecondary share be raised in light of the almost universal need for some postsecondary education to obtain high skill employment?
- The accountability system required by the Perkins law will require a more sophisticated, better functioning information system. Resources from the act should be targeted for improvement of information systems on the state and local levels.

When the Vermont State Board of Education met to review the plan and comments on the plan and approve it, it remarked that much of the data needed to determine the success of the technical education system has yet to be gathered. It therefore asked that the plan come back for review prior to the filing of amendments for the FY 2001. At that time, performance and strategies would be considered in light of new data.

1.2.2 Summary:

Every aspect of the technical education system has been examined and discussed in public hearings over the past two years.

- Business has stressed the need for a more complete system of secondary, adult and postsecondary technical education that would result in students with higher skills at every level.
- Using the capacity of technical centers to provide adult training and serve as sites for postsecondary programs was seen as an efficient and effective way to move toward state-wide access for post high school technical education and training.
- While rigorous entry requirements seemed a strategy to improve the skills of students on exit, this idea solicited wide public reservation. Numerous people testified about technical education success stories in serving students that had not done well in the traditional classroom. Most urged secondary technical education to serve these students until the time that the secondary system had significantly improved in integrating applied learning into the curriculum.
- Most people felt that technical education should continue to be an integral part of the secondary system. Given that, there was much discussion about whether its primary role was to teach the skills identified in the Vermont Framework, i.e. academic and workplace skills, or to teach specific occupational skills leading to training and employment.

In response to these concerns and the needs and priorities identified throughout the planning process, the SBE and the Vermont legislature have taken steps to develop a system of technical education for Vermont that:

- Is based on national industry standards that provide a basis for secondary, adult and postsecondary technical education programs and that lead to credentials that are recognized and valued by employers
- Aligns and makes available state-wide a seamless set of quality secondary, adult and postsecondary programs that lead to high skill, high wage employment
- Responds to regional and state workplace and development needs
- Provides access to all Vermonters and the variety of programming needed to assist them in acquiring the academic, workplace and occupational skills they need to obtain employment
- Integrates the *Vermont Framework of Standards and Learning Opportunities* by
  - Making the academic and workplace skills identified in the Framework of Standards an integral part of program standards
  - Using it as the basis for coordination of curriculum and services between high schools, technical centers, and postsecondary institutions
  - Using the standards-based reform strategies based on the standards as processes for continuous improvement
- Offers programs that are career pathways to opportunities in broad career areas

- Provides a variety of learning opportunities and services to address the needs of students with different learning styles and abilities
- Achieves gender equity in enrollment and outcomes.

The state plan for technical education has been constructed to implement these design elements.

In reply to the specific comments on the contents of the state plan during the hearing and approval process, the following responses are integrated into the plan:

- The plan will be reviewed by the Vermont State Board of Education prior to the filing of the FY 2001 amendments
- Technical centers will be required as part of their local application to describe how they will provide the adult technical education programming needed in their regions and can allocate Perkins funds to support this within the parameters of the uses of funds
- 80% of funds will go to secondary recipients and 20% to postsecondary recipients in FY 2000 but this will be reviewed again before the submittal of the FY 2001 amendments
- The state will work closely with recipients in developing an information system that meets the requirements of the act and provides the information needed for evaluating and improving technical education.

1.3 Consultation

[Section122(b)(1)]

Each phase of the planning process has involved all state agencies with workforce development responsibilities, representatives of business and labor, educators, and members of the public.

- Prior to and during the planning process, it has been the charge of the HRIC to promote the development of an integrated system of workforce education and training programs and to promote coordination among participating agencies. The membership on the HRIC includes those state agencies that create policy and provide funding for workforce education and training programs and students: the Department of Employment and Training (DET), the Department of Education (DOE), and the Agency of Human Services (AHS). It also includes a representative from the Governor's office, representatives for postsecondary providers (the Vermont State Colleges, the Association of Independent Colleges, the University of Vermont), representatives from business, and labor representatives. A complete list of members and the organizations they represent can be found in Appendix G.
- The HRIC, along with the Consolidated Council for Employment and Training (CCET) approved Titles I and III of WIA. The Secretary of Human Services, with input from the Vocational Rehabilitation advisory council, approved the state plan for vocational rehabilitation as specified in Title IV of WIA. The State Board of Education approved the adult education plan under Title II of WIA and

the state plan for secondary and postsecondary technical education under the Carl Perkins Act. Each of the boards reviewed and commented on the other state plans included in the unified state plan. The unified plan addresses coordination across agencies in needs assessment, operational activities, accountability through common performance measures, and joint hearings on the plans included under the unified planning process. The governor reviewed the unified plan in its various stages and was personally briefed on the drafts.

- Broad public in-put into the design of technical education and the development of the state plan occurred through conferences or public hearings at different stages in the planning process. These included:
  - the conferences held in February and April of 1997 conferences on the design of technical education (300 participants at each conference)
  - the five hearings on the Technical Education Steering Committee Report held in November 1997 (between 20 and 100 people at each hearing)
  - the public hearings held on the draft of the state plan held in , 1999.

  These hearings included strong representation from educators, parents, students, advocates for students with special needs, and local businesses. The most effective advocates for students with special needs were parents and former special needs students who had experienced success. Copies of announcements of hearings on the state plan can be found in Appendix H.

1.4. Procedures to Insure Consultation [Section 122(b)(2)]

In addition to the public hearings held that were conducted under state guidelines, more informal and regular avenues for in-put into the development of the plan were utilized. Major policy and procedure issues for secondary and adult technical education were discussed at monthly meetings with the directors and other personnel of technical centers throughout the Winter of 1998 / 1999. Numerous meetings with presidents and Perkins personnel from postsecondary technical education colleges were held to develop the postsecondary portion of the plan. Broad public in-put was solicited through posting a copy of the plan on the Department of Education web-site.

1.5 Amount & Uses of Funds Section 122(e)(3)

1.5.1 Uses of Funds

The FY 2000 State Plan for Technical Education is built around a set of goals and objectives that address the state priorities that emerged in Vermont's strategic planning process.

Goal # 1 -Set High Standards & Establish Accountability

Objective 1.a. – Industry Standards

Vermont will establish a system of industry standards that aligns technical education and training on all levels and leads to credentials recognized and valued by employers.

Objective 1.b. – High Academic and Workplace Skills
The Vermont Framework of Standards and Learning Opportunities and the school reform processes built on it will serve as the basis for assisting students to acquire high academic and workplace skills.

Goal # 2 – "Align Education Opportunities to Reach the Standards"

Objective 2.a. –Support the development of secondary technical education programs needed to address the needs of current and future employers.

Objective 2.b. – Support the development of adult technical education programs that lead to industry credentials and high-skill employment.

Objective 2.c. - Support the development of postsecondary technical education programs to ensure statewide access to technical education programs needed by students and employers.

Goal # 3 – Strengthen Programs to Teach to High Standards

Objective 3.a. - Provide the resources that secondary, adult and postsecondary programs need to teach to high standards.

Goal # 4 – Provide Teachers the Knowledge & Skills They Need to Teach to High Standards

Objective 4.a. – Insure that secondary teachers have the skills needed to provide for career development and for teaching higher order academic and workplace skills identified in the Vermont Framework.

Objective 4.b. – Provide secondary technical educators with the knowledge and skills they need to teach the academic, workplace, and occupational skills identified for their programs.

Objective 4.c. – Provide adult technical education providers the information and support they need to provide quality technical education and training.

Objective 4.d. – Provide postsecondary technical educators with the skills they need to prepare students for high skill employment.

Goal # 5 – Provide the Support Necessary to Insure Success For all Students

Objective 5.a. – Provide support for students in secondary programs to acquire the academic skills needed in technical education programs.

Objective 5.b. – Provide accommodations to students with disabilities so that they can succeed in appropriate technical education programming.

Objective 5.c. – Move all programs toward gender neutral enrollment and ensure that supports are in place to address obstacles.

1.5.2 Distribution of Funds

The objectives identified in the FY 2000-2004 State Plan for Technical Education will be achieved through state level programs and activities (supported by funds provided for administration to small states and 10% of Perkins funds allotted for state leadership) and by activities by secondary and postsecondary providers funded through the remainder of the funds allotted to the local level.

Funding directed to the local level will go to recipients that meet the education and fiscal requirements of the act. Under the prior state plan, seventeen secondary technical center regions and three postsecondary institutions met minimum funding levels and received Perkins funds. The Carl D. Perkins Vocational and Technical Education Act of 1998 maintains these minimum funding levels and, consequently, the number of recipients are not likely to change significantly. The past distribution of Perkins funds seemed to enable recipients on the secondary and postsecondary levels to carry out the purposes of the act.

The State Board of Education considered specifically the split of local funds between secondary and postsecondary providers during their January, 1999, meeting. While Vermont does not have an agency that oversees higher education, it did consult at that meeting with the Chancellor of the Vermont State Colleges who oversees Vermont's system of state two- and four-year colleges and with the president of Champlain College, the state's private college with the largest number of students enrolled in vocational-technical education programs. Each presented a position paper to the state board that argued for a larger share of Perkins funding for postsecondary institutions. These position papers can be found in Appendix I . Both emphasized the increasing necessity of postsecondary education for entry into high skill employment and the need for more postsecondary programs state-wide. The share of Perkins funds sought was between 30% and 35%.

In March, Commissioner Marc Hull of the Department of Education held a final meeting with Chancellor Charles Bunting, Champlain College President Roger

Perry, and three technical center directors. Agreement was reached on the following:

- the allocation for fiscal year 2000 will remain 80% for secondary recipients and 20% for postsecondary recipients
- a task force will meet to discuss recommendations for fiscal years 2001-2004 and present them to Commissioner Hull by September 1, 1999. The task force will be asked to consider:
  - the new federal funding formula (70% poverty, 30% population) which may affect allocations to secondary recipients
  - projections for increased federal funding and possible allocation of increased funding going to postsecondary recipients
  - review of Tech Prep funding to consider alternative funding proposals that allocate more responsibility and fiscal resources to postsecondary eligible recipients.

In Vermont, adult technical education is also a critical element of the state's workforce development system. Access to technical education and training is important to adults both for job entry and skill up-grade and is critical to business to maintain a competitive workforce. For the most part, adult technical education has been provided by technical centers and, under the prior state plan, recipients of funds for secondary technical education were required to set-aside 15% of their allocation for the support of adult technical education to address this state priority. In keeping with the intent to provide flexibility to providers, there will not be a set-aside for adult technical education under this plan. However, both secondary and postsecondary providers will be encouraged to develop or support the improvement of adult technical education programming with Perkins funds or with funds provided through other parts of the Unified Plan to the extent that the use is consistent with the purposes and objectives laid out in these plans.

1.6 Unified Plan & Joint Planning

P.L. 105-220, Section 501(c)(3)(A)

1.6.1 Joint Planning Process

Vermont is submitting a unified plan that includes the state plan for technical education as well as those programs included in the Workforce Investment Act. The programs included in the unified plan are:

- Section I – activities authorized under Title I of WIA, programs authorized under Wagner-Peyser Act, activities authorized under chapter 2 of Title II of the Trade Act of 1974, Veterans activities authorized under chapter 41 of title 38, United State Code
- Section II – activities authorized under title II of the WIA, programs authorized under the Carl D. Perkins Vocational and Applied Technology Education Act
- Section III – activities authorized under title I of the Rehabilitation Act of 1973 as outlined in Title IV of the WIA.

The participating entities that oversee the programs and activities included in the unified plan are the Vermont Department of Employment and Training (Section

I), the Vermont Department of Education (Section II), and the Division of Vocational Rehabilitation (Section III). These agencies met regularly beginning in November of 1998, and presented information jointly beginning in January of 1999, in order to assure optimum coordination and collaboration in the development of the unified plan. This included:

- regular meetings among state level agency personnel in charge of developing and writing state plans
- ongoing discussions of policy issues that cut across agencies
- determinations of areas where joint planning can lead to integrated service delivery and more efficient use of resources
- sharing of base-line data on performance indicators
- participation at a joint Consolidated Council on Employment and Training (combined PIC and SJTCC) and Human Resources Investment Council meeting to present the unified planning process and discuss issues related to the plan with council members and interested members of the public on January 25,1999
- presentation of the unified planning process and discussion of the plan over Vermont Interactive Television to interested parties statewide on January 29, 1999
- presentation of the unified planning process and discussion with the State Rehabilitation Council
- presentation of the unified planning process and discussion with the State Board of Education
- distribution of complete drafts
- public comment on the unified plan over Vermont Interactive TV on March 18, 1999.

1.6.2 Coordination of Programs and Activities

All programs listed under Section I of the unified plan are administered by the Department of Employment and Training (DET) that manages Vermont's state-wide one-stop career center system. All DET programs are integrated into the one-stop and can be accessed directly through one of the twelve ceners or via DET's website home page. All staff providing the programs and activities included in Section I are overseen by one management structure so that customers accessing any of the programs experience a seamless delivery of services.

All programs in Section II of the unified plan are administered by the Vermont Department of Education that coordinates with the other unified plan partners in a variety of ways through the One Stop Career Resource Centers:

- *Getting Ready to Work Program* – a program coordinated by the Departments of Education, Employment and Training, and Social Welfare and is geared to serving welfare recipients who are preparing to enter the workforce and need cross agency services
- *Registered Apprenticeship Program* – as part of this program administered by the Department of Employment and Training and run out of Vermont's one-stop career center system, a pilot project was developed with the Department

of Education to provide classroom instruction through a regional technical center in areas of plumbing and electrical wiring; this link to the technical education system is expected to expand

- *Adult Diploma Program* – funded by the Departments of Corrections, Education, and Employment and Training, this program provides adult high school drop-outs with the opportunity to obtain a high school diploma and be directly linked to the labor market through one-stop career centers
- *Labor Market Information* – the Department of Employment and Training that oversees Vermont's employment statistics program works closely with the Department of Education so that Vermont's secondary and adult education programs have the necessary labor market information critical for planning programs, career counseling, and student planning
- *Cross Board Membership* – the Departments of Education and Employment and Training have memberships on strategic workforce development councils including the Human Resources Investment Council, the State Apprenticeship Board, the Vermont Construction Career Council, and the Consolidated Council on Employment and Training.

The programs in Section III of the unified plan are administered by the Division of Vocational Rehabilitation and link to the other unified plan partners in the following ways through the One Stop Career Resource Centers:

- *Labor Market Information* – Vocational Rehabilitation and Employment and Training have entered into an agreement to link computer systems to better case manage individuals utilizing services from both agencies and to provide vocational rehabilitation counselors with access to pertinent labor market and job information for their clients
- *Accessibility* – through an agreement with Vocational Rehabilitation, all Vermont one-stop career centers have been equipped with adaptive equipment for hearing, sight, and mobility impairments
- *Welfare-to-Work* – in partnership with the Departments of Social Welfare and Employment and Training, Vocational Rehabilitation will provide cross staff training in supported employment technology including job retention, assessment and job coaching; during a two year demonstration project, a Welfare to Work Case Manager from the Department of Employment and Training will partner with a Voc Rehab Counselor to create a seamless service system to support the least job ready welfare recipients in employment (upwards of 40% of this population have severe disabilities
- *Staff Integration and Cross Training* – Voc Rehab counselors are being outstationed in the one-stop career center on average for ½ day per week; a pilot project provides funding from Vocational Rehabilitation to a one-stop career center to hire a job developer to work exclusively with job seekers with disabilities; Vocational Rehabilitation has provided cross training to one-stop staff statewide and has participated in a Department of Employment and Training initiative that will in turn provide front line staff with essential occupational and career development training

- *Cross Board Memberships* – Vocational Rehabilitation staff are active members on the local Workforce Investment Boards and have a regular presence at the Human Resources Investment Council.

The unified plan partners, as well as the one-stop career center partners, are committed to continuous improvement over time in the development of a seamless service delivery system. Collaboration between the planning partners will grow substantially over time and relationships among the one-stop partners should grow into fully operational collaborations around one-stop centers statewide. The WIB Youth Council will provide a mechanism for this collaboration and coordination.

1.7 Review and Comment on the Unified Plan

P.L.105-220, Section 501(c)(3)(B)

The agencies developing the unified plan are committed to an inclusive review process and to that end make the assurance that all entities responsible for planning and/or administering the programs and activities related to the unified plan had an opportunity to review and comment on all portions of it. On March 18, 1999, a hearing on the entire unified plan was conducted at all Vermont Interactive Television sites. Comments on specific parts of the plan are integrated into the comment sections of those plans.

1.8 Approval by the State Legislature

P.L.105-220, Section 501(b)(1)

A Joint Resolution (J.R. H27) including the plan for the Perkins Act with the unified plan was introduced in the Vermont Legislature in January, 1999. The Resolution was approved by the House and by the Senate. The resolution documenting legislative approval can be found in Appendix J.

Section II.

Program Administration

2.1 Development of a 5-year Plan

Section 122(a)(1)

The Vermont State Board of Education is the eligible agency in Vermont designated to prepare and implement a plan for technical education (see Appendix K for a copy of Vermont's governance structure for vocational and technical education). The state board has developed a 5-year plan for technical education covering FY 2000 to 2004 to meet the requirements of the Carl D. Perkins Vocational and Technical Education Act of 1998.

In order to develop an integrated approach to workforce education, the state plan has been developed as part of a Unified Plan as directed by the Vermont Legislature. Section 1.6 of this plan described in detail the development of the Unified State Plan.

The Vermont State Board of Education will annually review the effectiveness of the FY 2000-2004 State Plan for Technical Education in communication with the HRIC and will submit such annual revisions as are necessary to insure its effectiveness. At the end of FY 2001, a thorough review of all aspects of the plan will be conducted and the State Board will submit any revisions as necessary.

2.2 Secondary and Postsecondary Programs & Activities

Section 122(c)(1)

The Vermont State Plan for Technical Education is built upon the goals and objectives identified in Section 1.5 of this plan that reflect the needs and priorities Vermont has for a technical education system.

State and federal funds will support sequential programs leading to achievement of industry-based credentials and rigorous academic standards. It seeks to improve student performance in these areas through a standards-based process of continuous improvement:

1) Set high standards and establish accountability for reaching those standards
2) Provide opportunities to students to reach these standards
3) Strengthen programs to teach to high standards
4) Provide teachers with the skills they need to provide standards-based instruction and assessment
5) Provide students with the support they need to succeed.

Identified here are the programs and activities that will be carried out on the state level to support the objectives of the plan (designated by "State" preceding the

activity) and those programs and activities recipients will be directed to support with Perkins funds (designated by "Local" preceding the activity).

Goal # 1 -"Set High Standards & Establish Accountability"

Objective 1.a. – Industry Standards
Vermont will establish a system of industry standards that aligns technical education and training on all levels and leads to credentials recognized and valued by employers.

Programs & Activities
- State - Support the work of the Technical Education Standards Design Committee in its development of a design for an industry standards system
- State - Work with DET and Economic Development to identify the career clusters needed to meet the needs of the current and future employers
- State - Support the formation of Industry Councils in the creation of industry standards that articulate the skills needed on different levels in career training and of methods of assessment leading to credentials that recognize entry-level through advanced levels of achievement
- State & Local - Create standards for technical secondary, adult and postsecondary education programs that align and clearly define the portion of industry standards covered and the credentials that can be achieved
- State and Local - Identify curricula for career clusters
- State & Local - Support the development of sequences of courses leading to credentials in adult and postsecondary programs
- Local - Build tech prep programs that articulate grade 9-14 curricula in career pathways
- Local - Develop and implement statewide postsecondary technical education programs that connect to career pathways in secondary programs and that meet the needs of students and employers in all regions
- State & Local - Increase the involvement of industry in assessment of student performance and the number of industry credentials
- State & Local – Align postsecondary programs with appropriate and widely recognized industry standards and credentials.

Objective 1.b. – High Academic and Workplace Skills
The Vermont Framework of Standards and Learning Opportunities and the school reform processes built on it will serve as the basis for assisting students to acquire high academic and workplace skills.

Programs & Activities:
- State - Incorporate the academic and workplace skills identified in the Framework into program standards
- State - Integrate the state assessments that measure student performance against the standards into assessments in technical education

- State- Provide leadership and training on assessments that direct all students toward successful entry into postsecondary programs or post high school training options
- Local - Use a standards-based approach to building curricula to teach students high level academic and workplace skills
- Local - Strengthen applied academic components of technical education programs to teach the skills identified by the Framework
- State & Local – Involve teachers, parents, business personnel, representatives of special populations, and community leaders in the analysis of student performance data and the creation of action plans to improve performance
- Local - Insure that action planning at high schools and technical centers aligns curricula to provide all students with the rigorous academic and workplace skills needed as a foundation to technical education programs
- Local - Issue school reports that set the stage for regional in-put on improving technical education
- State - Align postsecondary entrance assessments so that postsecondary programs can connect to secondary accomplishments
- Local – Align postsecondary communications, math, and science courses to build from the standards so that students can continue to build these skills
- Local – Connect the academic content of vocational-technical programs to workplace requirements.

Goal # 2 – Align Education Opportunities to Reach the Standards

Objective 2.a. –Support the development of new secondary technical education programs needed to address the needs of current and future employers.

Programs & Activities:

- State -Coordinate information systems with the Department of Employment and Training and the Vermont Department of Economic Development to identify the need for new programs to address the needs of the current and future workforce
- State - Up-date program development, review and approval processes to encourage the development of programs that address regional needs and the economic development of the state in a timely manner
- State & Local - Develop and begin to implement a state-wide plan to make maximum use of communication technologies to increase system efficiency and state-wide access to needed programming
- State & Local - Focus tech prep and basic grant funds on the development of new programs that provide preparation in career clusters that are needed by current and future employers and that require high levels of academic, workplace and technical skills

Objective 2.b. – Support the development of adult technical education programs that lead to industry credentials and high-skill employment

Programs & Activities

- State & Local - Support the development of course sequences that focus on specific occupational skills that lead to industry credentials
- State -Work with secondary and postsecondary providers and one-stop partners through the State Workforce Investment Board and the regional WIBs to insure that appropriate adult training is available state-wide
- State – Work with the Department of Employment and Training to expand quality Registered Apprenticeship programs at pilot technical center sites
- State – Develop and implement an Information System to collect, analyze and document student outcomes
- Local - Support the work of regional WIBs and adult education councils to insure that regions have the adult education and training opportunities to meet the needs of students and employers.

Objective 2.c. - Support the development of new postsecondary technical education programs to ensure state-wide access to technical education programs needed by Vermonters and employers.

Programs & Activities:

- State - Work with the Vermont State Colleges and independent colleges to develop an integrated network of postsecondary vocational-technical education programs that provide students and employers with the programs they need in their regions
- State & Local - Support the use of technical centers as a resource to increase the state-wide capacity for postsecondary technical education
- Local - Focus basic grant funds on the development of new postsecondary programs with the rigorous academic industry skills needed by current and future employers and for the economic development of the state.

Goal # 3 – Strengthen Programs to Teach to High Standards

Objective 3.a. - Provide the resources that secondary, adult and postsecondary programs need to teach to high standards.

Programs & Activities:

- State & Local - Support action planning that identifies programs in need of improvement and then develop strategies for their improvement
- Local - Identify and make available curricula that aligns with the academic, workplace and occupational skills identified in program standards
- Local - Focus funds on state-of-the art technology to support instruction that reflects the 21st century workplace
- State & Local -Provide information and resources on instructional technologies that promote efficient and effective instruction.

Goal # 4 – Provide Teachers the Knowlede & Skills They Need to Teach to High Standards

Objective 4.a. – Insure that secondary teachers have the skills needed to provide for career development and for teaching higher order academic and workplace skills identified in the Vermont Framework.

Programs & Activities:

- State -Support the work on teacher licensure that requires that teachers have the skills to provide for appropriate career development and to instruct students with different learning styles on higher order academic and workplace skills and that insures that pre-service providers teach these skills
- State - Promote pre-service and in-service education on, career development, applied academics, and work-based learning.
- State & Local - Focus basic grant funds on the development of new programs that provide preparation in career clusters that are needed by current and future employers and that require high levels of academic, workplace and technical skills
- State & Local – Focus tech prep funds on the creation of apprenticeships and programs with stronger secondary and postsecondary links.

Objective 4.b. – Provide secondary technical educators with the knowledge and skills they need to teach the academic, workplace, and occupational skills identified for their programs.

Programs & Activities:

- Local - Work with the Vermont Professional Development Consortium to increase and improve pre-service opportunities for technical educators
- State & Local - Up-grade the credentials of new technical educators to include at least an associate level degree and provide for the opportunities needed to acquire that degree
- State & Local -Provide for pre-service and in-service education on a standards-based approach to curriculum development
- Local - Provide for in-service education on the integration of applied academics in technical education programs
- Local - Support teachers mentoring in the workplace to stay current with workplace requirements

Objective 4.c. – Provide adult technical education providers the information and support they need to provide quality technical education and training.

Programs & Activities:

- State - Provide DET and DOE information to WIBs and adult education councils on labor market information and on certification opportunities

- Local - Provide training to instructors on adult pedagogy, support services, and assessment.

Objective 4.d. – Provide postsecondary technical educators with the skills they need to prepare students for high skill employment.

Programs and Activities:
- State & Local -Orient postsecondary technical educators and administrators on industry standards, industry credentials, and career clusters
- Local – Provide training to postsecondary educators on effective instructional techniques and on the use of instructional technologies
- Local - Provide in-service on applied academics to promote students' acquisition of higher order academic skills
- Local – Strengthen skills of vocational-technical personnel in comprehensive assessment of technical skills
- Local – Ensure that instructors stay current with workplace requirements through strategies such as summer internships
- Local - Provide support for the development and implementation of work-based learning to enhance the instruction of occupational and workplace skills.

Goal # 5 – Provide the Support Necessary to Insure Success For all Students

Objective 5.a. – Provide support for students in secondary programs to acquire the academic skills needed in technical education programs.

Programs and Activities:
- State – Provide information and training on instructional technologies that allow students to work independently to improve specific academic skills
- Local – Use state-of-the-art instructional technologies to enhance skills of individual students
- Local - Identify through the state assessment where students need assistance meeting the standards and develop a learning plan to address areas where progress is needed
- Local - Provide intensive applied academic instruction through companion courses and as a integral part of programs to students who have not yet acquired the academic skills necessary to succeed in those programs.

Objective 5.b. – Provide accommodations to students with disabilities so that they can succeed in appropriate technical education programming.

Programs & Activities:
- State- Provide training to support personnel on current law and methodologies on working with students with disabilities or handicapping condition

- Local - Develop the vocational component of a student's IEP with the high school and insure that the resources are available to pursue it successfully
- Local -Develop career paths for students that maximize their opportunities.

Objective 5.c. – Provide support to students with special needs in postsecondary technical education programs so that they can acquire the skills and credentials necessary to pursue high-skill employment.

Programs & Activities:
- Local – Provide programs and services to students who need to raise academic and workplace skills.
- Local – Provide accommodations for students with disabilities to allow full access to appropriate programming.

Objective 5.c. – Move all programs toward gender neutral enrollment and ensure that supports are in place to address obstacles.

Programs & Activities:
- State- Analyze data and create plan for continuous improvement in gender equity
- State – Provide information and training on successful strategies to support gender equity
- Local - Provide appropriate career guidance from the 7th grade onward to insure that students perceive that occupations are open to both genders
- Local - Insure that action planning addresses gender equity and the culture of schools continuously improve in supporting gender equity
- Local - Implement strategies to support students in non-traditional programs to deal with obstacles.

2.3 State-of-the-Art Technology

Section 122(c)(1)(A)

- State & Local - Develop and begin to implement a state-wide plan to make maximum use of communication technologies to increase system efficiency and state-wide access to needed programming
- State & Local -Provide information and resources on instructional technologies that promote efficient and effective instruction.
- Local - Focus funds on state-of-the art technology that supports instruction that reflects the 21st century workplace

Key to teaching students to higher academic and technical skills is the effective use of technologies. The use of the most current technologies will be supported for three different functions in the technical education system:

- Program delivery – a plan for the use of telecommunication technologies will be developed and the use of local funds for developing distance learning

approaches will be encouraged, especially postsecondary offerings at secondary sites

- Training on new instructional technologies will be provided and local funds can be invested in technologies for instructing academic, workplace and occupational skills
- A major focus for the use of local funds will be the modernization, improvement or expansion of programs to reflect the current workplace.

2.4. Grant Applications of Eligible Recipients

Section 122(c)(1)(B)

Carrying out the state plan requires the development of infrastructure and targeted technical assistance on the state level (see Section 2.11) and it requires that there be a focused use of funds on the local level. The use of funds by eligible recipients will be focused through an application process that leads to the development of local plans that reflect and support state objectives and meet the requirements of the act. The criteria for development and review of local plans reflect the goals and objectives of the state plan.

2.4.1. Criteria for FY 2000-2004 Local Plan for Secondary and Adult Technical Education

1) **High Standards & Accountability -**
The Local Plan describes how:
   - technical education programs incorporate academic and workplace skills identified in the Vermont Framework and current industry standards
   - students will be assessed using state-designated, standards-based testing for assessing academic, workplace and occupational skills
   - industry will be involved in assessment of student performance
   - Results of assessments will be analyzed through the action planning process against state adjusted levels of performance and plans for improvement will be developed when these levels of performance are not met
   - Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals will be involved in the development, implementation, and evaluation of technical education programs through action planning, center/program advisory committees, and governance bodies
   - All sending schools will be involved in action planning to take steps to ensure that all students meet the standards in the Vermont Framework
   - The annual "school report" will be used to engage the region in a discussion of the improvement of technical education.

2) **Expand Education Opportunities**
The Local Plan describes how:

- Each program will provide students with strong experience in, and understanding of, all aspects of an industry
- The center will review regional workforce needs and state economic development needs in the identification of new program areas
- new program development will align with the Vermont Framework and with industry standards
- adult education programs will meet regional needs for workforce education (based on consultation with program advisory committees, Regional Advisory Boards, and WIBs) and provide participants with industry credentials

3) **Program Improvement**
The Local Plan describes how:

- Resources will be focused on those programs that are identified as needing improvement, modernization and expansion
- New programs address high technology (including telecommunications) or emerging demands of the workplace
- Program advisory committees annually review programs and provide input to program improvement plans based on current industry standards and student performance data

4) **Use of Technology & Work-based Learning**
The Local Plan describes how:

- Program curricula will be strengthened to teach academic, workplace and technical skills
- The school will use communication technologies in the efficient provision of programming in the region
- Programs will utilize equipment and materials that reflect current technologies and skills in the workforce
- Programs will develop, improve, or expand the use of instructional technologies to maximize student learning.

5) **Linkages among Secondary, Adult & Postsecondary Programs**
The Local Plan describes how:

- Programs provide sequential instruction linked to industry credentials and rigorous academic skills
- Programs are linked to next levels of training and education
- Resources are utilized to provide information and career counseling to low performing students on requirements for entry and success in programs offered at each level of technical education (secondary, adult, and postsecondary)

- Each secondary program is linked to adult or postsecondary education and training programs to effect seamless connections for Vermont youth and adults seeking training, retraining or skill upgrading.

6) **Professional Development**
The Local Plan describes how:
- Resources will be contributed to supporting an effective approach to pre-service education for technical education personnel
- Academic and occupational credentials of instructors will be up-graded
- Teachers will improve skills in integrating applied academics with technical skill training in programs
- Teachers will stay current with the skills needed in occupations covered by their programs
- instructors are qualified in their occupational fields and are skilled in adult pedagogy, support, and assessment.

7) **Student Support & Program Evaluation**
The Local Plan describes how:
- Resources will be utilized to develop and implement evaluations of programs to insure continuous improvement on performance indicators
- Students who need assistance in meeting academic and technical standards will be provided the needed support
- Students with disabilities will be provided the accommodations necessary to pursue appropriate technical education programming
- Students will be encouraged and supported in enrolling in programs in that are non-traditional to their gender
- The school will achieve gender balance in programs and in the school as a whole
- Single parents will be supported in pursuing technical education.

8) **Uses of Funds – Size, Scope and Quality**
The Local Plan includes sub-grant applications that identify the specific uses of Perkins funds and how these funds support all activities identified in areas 1-7. During the first two years of the grant under this act, over 50% of the funds are to be used for activities required by the act and the remainder may be used for those activities required or permitted under the Act. In the last three years of grants under the act, at least 75% of federal funds shall be used for required activities and the remainder used for required or permitted uses. (See Appendix L for a copy of the local application).

2.4.2 Criteria for FY 2000-2004 Local Plan for Postsecondary Technical Education

1) High Standards and Accountability

The Local Plan describes how:

- Entrance exams relate to and help students build off of Vermont's Framework of Standards and Learning Opportunities
- Academic standards are identified for vocational-technical education programs and academic courses are offered to be part of a coherent sequence of courses that address industry requirements
- Industry is involved in the setting of industry standards and these standards are integrated into vocational-technical education programs
- The college/institution tracks performance in vocational-technical programs against the performance standards for technical education
- The college has established processes for collecting, analyzing, and reporting data on student performance against the standards
- Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational-technical education programs
- The college has an effective process for independently evaluating and continuously improving the performance of programs and the institution.

2) Expand Education Opportunities:

The Local Plan describes how:

- The regional and state workforce and economic development needs are reviewed to determine the need for new programming
- New programs are developed in conjunction with secondary schools and are in high technology areas or reflect emerging workplace needs
- New programs are developed that are of sufficient size, scope and quality so as to provide knowledge of all aspects of the industry and to also prepare students for specific employment opportunities
- The college has a plan to expand access to programming through the use of communication technologies.

3) Program Improvement

The Local Plan describes how:

- Resources will be focused on those programs that are identified as needing improvement, modernization and expansion
- Program improvement is planned in consultation with business and industry
- Program curricula will be strengthened to teach academic, workplace, and technical skills aligned with industry credentials

- Program will utilize equipment and instructional materials that reflect current technologies and skill in the workplace
- Programs will develop, improve, or expand the use of instructional technologies to maximize student learning

4) **Linkages among Secondary, Adult & Postsecondary Programs**

The Local Plan describes how:

- Resources are utilized to provider information to potential and enrolled students to provide information and career counseling on requirements for entry and success in programs
- The programs offered are connected to secondary and adult programs and to bachelor degree programs to provide Vermont students with a seamless pathway to employment and further education opportunities
- Programs provide sequential instruction linked to specific employment opportunities.

5) **Professional Development**

The Local Plan describes how:

- Resources will support an effective approach to pre-service education and orientation for vocational-technical education personnel on tech prep, applied academics, work-based learning, industry standards and industry credentials
- Instructors are kept up-to-date on effective pedagogy and the use of instructional technologies
- Instructors are provided training on the integration of applied academics to promote students' acquisition of higher order academic skills
- Instructors are supported in the development and implementation of work-based learning to enhance the instruction of occupational and workplace skills
- Instructors are kept current with workplace requirements
- Instructors improve skills in comprehensive assessment methods.

6) **Student Support**

The Local Plan describes how:

- Student who need assistance in meeting academic and technical standards will be provided the needed support
- Students with disabilities will be provided the accommodations necessary to pursue appropriate technical education programming
- Students will be encourage and supported in enrolling in programs that are non-traditional to their gender
- The college will achieve gender balance in programs and school-wide
- Single parents will be supported in pursuing technical education.

A copy of the postsecondary application can be found in Appendix M.

2.5 Preparation for Postsecondary Education or Entry into High Skill, High Wage Jobs

Section 122(c)(1)(C)

2.5.1 State-Level Activities

Perkins funds will be used on the state and local levels to insure that students enrolled in secondary programs have the skills necessary to pursue postsecondary technical education or to enter high skill, high wage jobs.

On the state level, academic standards will be set for secondary technical education programs that reflect the skills needed to meet entrance requirements for postsecondary programs. Student performance against these standards will be measured and reported; when students within specific programs do not meet these standards, steps will be taken provide technical assistance and to ensure that local resources are targeted for program improvement. Articulation agreements between secondary and postsecondary programs will continue to be developed so that there is an effective transition into postsecondary programs by secondary program completers.

The state will also continue to support the development of industry standards and credentials that will serve as the basis for students' transition into postsecondary education or the workforce. Councils that pull together representatives of industry in broad occupational (e.g. construction, manufacturing, hospitality) areas will continue their work in articulating the skills needed for various levels of job entry, ways to assess those skills, and credentials that signify acquisition of those skills. Once these standards and credentials are valued by industry, they can serve as the framework for both secondary and postsecondary programs. These standards could then serve as the basis for tech prep agreements between secondary and postsecondary programs. Students could then use the credentials for entry into postsecondary programs or into specific levels of employment.

2.5.2 Local Activities

The primary focus of the use of local funds is to prepare secondary students for postsecondary education or employment. Funds will be used to support assessment of student achievement of academic and workplace skills and the evaluation of performance data for program improvement. Programs in which students do not acquire the skills to enter postsecondary programs will be targeted for improvement.

Strengthening articulation agreements with postsecondary institutions and connecting programming to industry credentials will also serve as more effective transition mechanisms for students.

On the postsecondary level, entrance requirements and course offering will be aligned with the standards for high school graduates. If students meet these standards they can easily transition to postsecondary courses that build from that level of achievement. Program development and improvement will focus on

connecting two year programs to bachelor degree programs or to specific employment opportunities.

2.6 New Program Development / Program Improvement

Section 122(c)(1)(D)

2.6.1 – State Objectives & Programs

Objective 2.a. –Support the development of secondary technical education programs needed to address the needs of current and future employers.
Programs & Activities:

- State -Coordinate information systems with the Department of Employment and Training and with the Vermont Department of Economic Development to identify the need for new programs to address the needs of the current and future workforce
- State - Up-date program development, review and approval processes to encourage the development of programs that address regional needs and the economic development of the state

Objective 2.b. – Support the development of adult technical education programs that lead to industry credentials and high-skill employment
Programs & Activities

- State & Local - Support the development of course sequences that focus on specific occupational skills that lead to industry credentials
- State -Work with secondary and postsecondary providers to insure that appropriate adult training is available state-wide
- Local - Support the work of regional councils to insure that regions have the adult education and training opportunities to meet the needs of students and employers.

Objective 2.c. - Support the development of new postsecondary technical education programs to ensure state-wide access to technical education programs needed by Vermonters and employers.

Programs & Activities:

- State - Work with the Vermont State Colleges and independent colleges to develop an integrated network of postsecondary vocational-technical education programs that provide students and employers with the programs they need in their regions
- State & Local - Support the use of technical centers as a resource to increase the state-wide capacity for postsecondary technical education
- Local - Focus basic grant funds on the development of new postsecondary programs with the rigorous academic industry skills needed by current and future employers and for the economic development of the state.

Objective 3.a. - Provide the resources that secondary, adult and postsecondary programs need to teach to high standards.

Programs & Activities:

- State & Local - Support action planning that identifies programs that require improvement and strategies for their improvement
- Local - Identify and make available curricula that aligns with the academic, workplace and occupational skills identified in program standards
- Local - Focus funds on the acquisition of equipment and materials including state-of-the art technology that support instruction that reflects the current workplace
- State & Local -Provide information and resources on instructional technologies that promote efficient and effective instruction.

2.6.2 – State-Level Activities

Perkins funds will support the development of new secondary programs and the improvement of existing secondary programs through two processes:

- The development and implementation of a new process of program approval for new programs
- The development of standards for new and existing programs.

The state is developing a program approval process for new secondary programs that is built on criteria that encourage developing programs for which there is regional need, is an emerging area, or is a state economic development need and that are in areas involving high skill, high paying jobs. The state will support this by providing up-do-date labor market information and economic development information to centers and regional advisory boards.

For both new and existing programs, the state will develop new standards that reflect current industry standards and that incorporate high academic and workplace skills that are part of the Vermont Framework. These standards should lay the groundwork for improving curricula and for up-dating equipment and instructional materials.

For adult technical education, the state will support the development of course sequences that lead to industry certification. These will be built on the same industry standards that inform the development of secondary programs.

For postsecondary technical programs, work will continue with the HRIC, the Vermont State Colleges, and independent colleges on the identification of those programs needed for a network of postsecondary programs that provide state-wide access to postsecondary programs needed by Vermonters. Information on labor markets, emerging technologies, and state economic development will be provided to inform this discussion. The state will also work with secondary and postsecondary providers to pilot new approaches to using technical centers as a resource for offering postsecondary programs.

2.6.2 Local Uses of Funds

The first priority of the uses of local funds will be the development of new programs and the improvement of existing programs. Local funds may be used to both plan and implement program development and improvement. Planning for improvement will be rooted in the annual action planning that is required by state and federal legislation. By examining the needs of the region and the state and the performance levels and needs of students in existing programs, schools will identify and plan around the need for improvement.

Another driver of program development and improvement will be the creation of standards for career clusters. The identification of skills required for employment in career areas will provide the basis for curriculum and program development. A strong connection to and investment of industry in these standards should involve businesses more intensely in the development of program curriculum and facilities and of assessment strategies and credentialling of skills.

On the postsecondary level, funds will focus on increasing program offerings throughout the state. In some cases, this will mean starting new programs needed by employers in regions and, in other cases, this will involve offering existing programs at more sites or through the use of telecommunications technology.

2.7 Professional Development

Section 122(c)(2)

2.7.1 State Objectives and Programs

Objective 4.a. – Insure that secondary teachers have the skills needed to provide for career development and for teaching higher order academic and workplace skills identified in the Vermont Framework.

Programs & Activities:

- State -Support the work on teacher licensure that requires that teachers have the skills to provide for appropriate career development and to instruct students with different learning styles on higher order academic and workplace skills and that insures that pre-service providers teach these skills
- State - Promote pre-service and in-service education on career development, applied academics, and work-based learning.

Objective 4.b. – Provide secondary technical educators with the knowledge and skills they need to teach the academic, workplace, and occupational skills identified for their programs.

Programs & Activities:

- Local - Work with the Vermont Professional Development Consortium to increase and improve pre-service opportunities for technical educators

- State & Local - Up-grade the credentials of new technical educators to include at least an associate level degree and provide for the opportunities needed to acquire that degree
- State & Local -Provide for pre-service and in-service education on a standards-based approach to curriculum development
- Local - Provide for in-service education on the integration of applied academics in technical education programs
- Local - Support teachers mentoring in the workplace to stay current with workplace requirements

Objective 4.c. – Provide adult technical education providers the information and support they need to provide quality technical education and training.

Programs & Activities:
- State - Provide information to adult education councils on labor market information and on certification opportunities
- Local - Provide training to instructors on adult pedagogy, support services, and assessment.

Objective 4.d. – Provide postsecondary technical educators with the skills they need to prepare students for high skill employment.

Programs and Activities:
- State & Local -Orient postsecondary technical educators and administrators on industry standards, industry credentials, and career clusters
- Local – Provide training to postsecondary educators on effective instructional techniques and on the use of instructional technologies
- Local - Provide in-service on applied academics to promote students' acquisition of higher order academic skills
- Local – Strengthen skills of vocational-technical personnel in comprehensive assessment of technical skills
- Local – Ensure that instructors stay current with workplace requirements through strategies such as summer internships
- Local - Provide support for the development and implementation of work-based learning to enhance the instruction of occupational and workplace skills.

2.7.2 State-level Activities

Perkins funds will be used on the state and local levels to insure that comprehensive professional development activities on the secondary level focus on improving academic and technical skills and that technical education students are taught to the same challenging academic standards required of all students by the Vermont Framework. Perkins supported professional development activities will be integrated with the ongoing work of the Department of Education to create a strategic system for educator preparation and professional development. This will include professional development activities that state and local recipients

carry out under Title II of the Elementary and Secondary Education Act of 1965 and Title II of the Higher Education Act of 1965.

On the state level, teacher education and licensing requirements are being refocused on standards-based teaching. Teacher preparation programs are being refined to ensure that all new teachers address learning style, provide contextual learning, and use applied learning technology to integrate academic and technical content. The state will ensure that secondary technical educators have the knowledge and skills they need to teach to the academic, workplace and occupational standards identified for their programs. The expansion of pre-service opportunities is being explored with the Vermont State Colleges to establish pre-service programs for all areas of technical education licensure. Along with this effort, the credentials for trade and industry educators are being reviewed.

The technical education mentoring program will be expanded to support all teachers, guidance personnel and administrative personnel in technical education. This will be a collaborative effort between the Vermont Technical Education Professional Development Consortium and the State Professional Standards Board. It will be coordinated with the proposed State-wide System for Educator Preparation and Professional Development.

On the postsecondary level, state efforts will focus on keeping postsecondary vocational-technical education personnel informed on developments in tech prep, applied academics, work-based learning, and industry standards. Assistance will also be provided in developing procedures for keeping faculty up-to-date on current requirements in the workplace.

2.7.3 Local Activities

The primary focus of professional development funds on the local level will be to enable teachers to acquire the skills and knowledge they need to help their students achieve the academic, workplace and occupational standards articulated for their programs. Funds will be used by secondary recipients to support local professional development as well as a state-wide professional development consortium that serves as a provider of educator preparation and teacher training for the technical education system.

Secondary Perkins funds will be allocated to support the Vermont Technical Education Professional Development Consortium to increase and improve pre-service education for technical education personnel. Pre-service programs will be expanded from the current focus on trade and industry instructors to all areas of technical education licensure and will be aligned with the revised state licensing standards. One of the main components of pre-service programs, the Mentor program, will be expanded in this way. The Mentor program is a pre-service program that assists people working in industry to begin teaching technical programs while they work toward teacher licensure. Through classes in education

and the supervision of a mentor, they can obtain licensure in a three year period. Other activities supported by the consortium will be a statewide orientation for all new technical educators and training and support of local mentors (master teachers).

Perkins funds will also support the implementation of effective local processes:

- to identify and coordinate staff development that is aligned with standards-based teaching
- to integrate professional development in local action plans
- to support individual professional development plans for re-licensure
- to support local "teacher leaders" focused on effective teaching practices and rigorous curricula
- to improve the skills and knowledge of technical education administrators to be effective leaders in a standards-based system.

Local planning and coordination of professional development will be linked with state efforts. The Technical Education Professional Development Consortium will work with state personnel to expand partnerships with higher education to help build and sustain staff development capacity. State and consortium personnel will work together to provide in-service training on best practices, state of the art technical education programs, standards-based occupational curricula, applied academics, student support services, and current industry needs.

On the postsecondary level, professional development will focus on pre-service orientation to Vermont's workforce development system and on assisting faculty to stay current on effective pedagogy and assessment. In-service will also include targeted training on applied academics, work-based learning, use of technologies, and industry standards and requirements.

2.8 Community Involvement

Section 122(c)(3)

2.8.1 State Objectives and Programs

Objective 1.b. – High Academic and Workplace Skills
The Vermont Framework of Standards and Learning Opportunities and the school reform processes built on it will serve as the basis for assisting students to acquire rigorous academic and workplace skills.

Programs & Activities:

- State & Local – Involve teachers, parents, business personnel, representatives of special populations, and community leaders to analyze student performance data and create action plans to improve performance
- Local - Insure that action planning at high schools and technical centers aligns curricula to provide all students with the rigorous academic and workplace skills needed as a foundation to technical education programs
- Local - Issue school reports that set the stage for regional in-put on improving technical education.

2.8.2 State-level Activities

Vermont's approach to standards-based school reform and improvement will insure that parents, teachers, local businesses, and labor organizations are involved on every level of governance, review, and planning.

New state legislation for technical education encourages the exploration and piloting of governance boards for technical centers that is more inclusive of schools, businesses, and stakeholders in the region. The exploration and piloting of these new governance structures will be encouraged and supported on the state level.

Technical education programs will continue to be required to have program advisory committees composed of at least five employers in the region. Advisory committees must meet at least twice a year, and will guide program review and improvement activities. These have and will continue to be a source of program improvement and a support for connecting programs to the workplace.

Federally required program evaluation and state-mandated action planning will involve the widest representation of stakeholders in program review and school planning. State law requires that a team representing educators, parents, students, and business/community people annually review the performance of students against the standards, analyze problems, identify solutions, and develop an action plan for school improvement. The state will support this activity through the provision of appropriate data and training on effective practices.

Finally, state law requires that each school issue an annual school report that serves as the basis for a regional discussion of technical education. This process of evaluation, planning and public reporting offers opportunities for significant public involvement in the planning, development, implementation, and evaluation of vocational and technical education programs in regions.

On the postsecondary level, the state will review the procedures for community involvement as it is described in the local application. Emphasis will be placed on ensuring that community involvement is an integral part of program planning and evaluation. Assistance will be provided in effective systems for community involvement in action planning and school reporting.

2.8.3 Local Activities

Perkins funds can be used on the local level to support any part of the system of assessing student performance, collecting and analyzing data, action planning and school reporting.

2.9 Improved Academic & Technical Skills

Section 122(c)(5)(A)

2.9.1 State Objectives and Programs

Objective 1.a. – Industry Standards
Vermont will establish a system of industry standards that aligns technical education and training on all levels and leads to credentials recognized and valued by employers.

Programs & Activities

- State - Support the work of the Technical Education Standards Design Committee in its development of a design for an industry standards system
- State - Support the formation of Industry Councils in the creation of industry standards that articulate the skills needed on different levels in career training and of methods of assessment leading to credentials that recognize entry-level through advanced levels of achievement
- State & Local - Create standards for technical secondary, adult and postsecondary education programs that align and clearly define the portion of industry standards covered and the credentials that can be achieved
- State and Local - Identify curricula for career clusters
- State & Local - Support the development of sequences of courses leading to credentials in adult and postsecondary programs
- State & Local - Increase the involvement of industry in assessment of student performance and the number of industry credentials.

Objective 1.b. – High Academic and Workplace Skills
The Vermont Framework of Standards and Learning Opportunities and the school reform processes built on it will serve as the basis for assisting students to acquire high academic and workplace skills.

Programs & Activities:

- State- Provide leadership and training on assessments that direct all students toward successful entry into postsecondary programs or post high school training options
- State - Align postsecondary entrance skills with the standards so that students can build on their progress
- Local - Use a standards-based approach to building curricula to teach students high level academic and workplace skills
- Local - Strengthen applied academic components of technical education programs to teach the skills identified by the Framework

2.9.2 State-level Activities

Vermont uses a standards-based approach to school improvement to ensure continuous improvement in student performance in the acquisition of academic, workplace, and occupational skills. That process involves setting rigorous standards, strengthening programs to teach those standards, providing teachers the

skills they need to teach to standards, and evaluating progress. To implement this approach, Perkins funds will be used to:

- Revise competency lists to incorporate the academic standards of the Vermont Framework
- Derive technical skill standards in competency lists from current industry skill standards
- Improve methods of student assessment to more accurately inform students of their progress
- Identify curricula that teach the rigorous academic and industry skills in competency lists
- Support work on teacher licensure to include skills in career development, learning, styles, and higher order academic skills
- Ensure that pre-service providers teach these skills
- Support strong in-service education on standards-based curriculum development and assessment, applied academics, and integration of academic and technical education
- Oversee action planning and ensure that it contributes to continuous improvement

2.9.3 Local Activities

Implementation of a standards-based approach to school and program improvement on the secondary level will focus on up-dating program standards to incorporate state standards, program and curriculum development, professional development, improvement of student assessment procedures, and action planning. The local plan is structured to focus on these areas and assists schools in developing a comprehensive approach to continuous improvement in student achievement (see Section 2.4).

Annual evaluation of program outcomes and planning for improvement by postsecondary recipients should also lead to continuously improving academic and technical skill proficiency. The review of academic courses and their connection to workplace requirements will also result in setting higher academic standards for students and in greater motivation for students to reach these skill levels.

2.10 Challenging Academic Proficiencies

Section 122(c)(5)(B)

2.10.1 State Objectives and Programs

Objective 1.b. – High Academic and Workplace Skills
The Vermont Framework of Standards and Learning Opportunities and the school reform processes built on it will serve as the basis for assisting students to acquire high academic and workplace skills.

Programs & Activities:

- State - Incorporate the academic and workplace skills identified in the Framework into program standards

- State - Integrate the state assessments that measure student performance against the standards into assessments in technical education
- State- Provide leadership and training on assessments that direct all students toward successful entry into postsecondary programs or post high school training options
- State - Align postsecondary entrance skills with the standards so that students can build on their progress
- Local - Use a standards-based approach to building curricula to teach students high level academic and workplace skills
- Local - Strengthen applied academic components of technical education programs to teach the skills identified by the Framework
- State & Local – Involve teachers, parents, business personnel, representatives of special populations, and community leaders in the analysis of student performance data and the creation of action plans to improve performance
- Local - Insure that action planning at high schools and technical centers aligns curricula to provide all students with the rigorous academic and workplace skills needed as a foundation to technical education programs
- Local - Issue school reports that set the stage for regional in-put on improving technical education.

2.10.2 State-level Activities

Vermont education law requires that all public schools

- adopt and teach to a set of standards at least as rigorous as those identified in the Vermont Framework of Standards and Learning Opportunities
- participate in the state assessment of student performance against these standards
- report on student performance in an annual school report
- carry out action planning to continuously improve student performance against the standards.

New state legislation on technical education applies these requirements to technical centers and comprehensive high schools and defines one of the purposes of technical education as assisting students in mastering the skills identified in the Vermont Framework. By state law, therefore, students in secondary technical education must be taught to the same academic proficiencies as other secondary students and participate in the assessment and continuous improvement activities to ensure that students acquire these proficiencies.

State-level work is structured to provide the structures and support necessary for standards-based instruction, student assessment and program evaluation:

- reporting of student achievement levels on state assessments of math and communication skills at the 10^{th} grade level
- ensuring that appropriate student support services can be provided to students to meet the standards before exiting technical education programs
- revising program competencies to identify the specific academic standards that are integral parts of programs

- developing and implementing assessments to inform students on progress in meeting the standards and in acquiring the academic skills they need for the next level of education and training
- focusing annual program evaluation and action planning on state performance standards that emphasize continuous improvement
- assisting in the development of program improvement plans.

Finally, program evaluation based on student performance data drives the program and professional development described throughout this section of the state plan.

2.10.3 Local Activities

Local activities to ensure that students meet the standards identified in the Vermont Framework include:

- Analyzing student performance data from the 10th grade mathematics and communication state assessment and identifying appropriate strategies for students to meet the standards
- Up-dating programs to teach high level academic skills that are part of their competency lists
- Providing applied academics and companion courses to students who need additional instruction to acquire the skills identified in the standards
- Utilizing instructional technologies to allow students to improve their academic skill levels
- Implementing state and local assessment strategies to measure acquisition of academic skills
- Providing focused professional development to strengthen teachers' skills in teaching academic skills
- Carrying out action planning based on state performance standards.

2.11 State Leadership & Technical Assistance

Section 122(c)(14)

The Career and Lifelong Learning Team of the Vermont Department of Education will be responsible for carrying out the state role in implementing the state plan. Under the supervision of the State Board and Commissioner of Education, it will administer the grant, monitor its requirements, provide for policy development and leadership, and provide technical assistance to carry out its goals and objectives.

The Career and Lifelong Learning team will work with the SBE and other agencies/organizations to create the policy and state structures necessary to support a technical education system whose purposes include higher skills for students and a skilled workforce for business.
The team will work with the SBE to:

- Develop secondary program standards that incorporate the Vermont Framework of Standards

- Incorporate the state assessment measures into the technical education assessment system
- Develop uniform procedures for action planning and school reporting that meet the requirements of the federal act and state statutes
- Implement an information system that informs the continuous improvement of the technical education system
- Support secondary school reform to link to technical education
- Insure that teacher licensure policies and procedures promote the skills and abilities secondary and technical educators need to prepare students for careers.

The team will work with the SBE and HRIC to:

- Develop a system of industry standards that lay the foundation for secondary and postsecondary programs
- Identify areas of employment opportunities and economic development
- Further develop a coordinated system of secondary, adult and postsecondary technical education and training.

The team will work with the SBE, the Vermont State Colleges, and other postsecondary providers to:

- Align postsecondary entrance requirements and assessments with the standards
- Identify the need for postsecondary programming
- Provide orientation on industry standards and requirements and provide assistance in strengthening and expanding work-based learning
- Create structures for pre-service and in-service education for technical educators.

The Career and Lifelong Learning Team will also offer in-service education and technical assistance to recipients in the following areas to meet the goals and objectives identified in the state plan:

High Standards -

- The creation of programs that incorporate the Vermont Framework and industry skill standards
- The introduction of elements of the state assessment system to assess progress against the standards
- The integration of industry assessment and credentialling into classroom assessment
- The development of a standards-based approach to curriculum development
- The integration of applied academics with technical instruction

Education Opportunities-

- Alignment of high school and technical center curricula
- Development and promotion of effective Family and Consumer Sciences programs in middle and high schools for the development of life skills and for career exploration and training

- New program development and approval to address the current and future workforce needs in regions
- Labor market information
- Expansion of distance learning

Strengthen Programs –

- Regional involvement in action planning as a basis for program improvement
- Curricula that teach to the standards
- Instructional technologies
- Leadership skills supported through vocational student organizations such as DECA, FBLA, FHA/HERO (including middle school start-up chapters), FFA, VICA, and technical education honor societies.

2.12 State and Regional Occupational Opportunities

Section 122(c)(16)

2.12.1 State Objectives and Programs:

- State -Coordinate information systems with the Department of Employment and Training and with the Vermont Economic Progress Council to identify the need for new programs to address the needs of the current and future workforce
- State - Provide information to adult education councils on labor market information and on certification opportunities

2.12.2 Vocational and Technical Education relationship to state and regional occupational opportunities

The estimated employment in Vermont in 1998 is 286,400 and is forecasted to increase to 290,800 (1.5 % growth) in 1999. While most jobs will be within the Service sector (86,800), Construction will lead in the highest growth rate at 5.3%. All other sector's expected job growth will be between 0.6% and 2.5% with the exception of Finance and Real Estate where it is expected to decrease by 0.8%. Vermont has a higher percent of Manufacturing jobs and gross state product than the Nation at 16.5% vs. 15.2% and 18.1% vs. 17.5%, respectively. Vermont Agriculture's share of personal income and gross state product are similar to that of the nation's at 0.83% and 1.7%. Among the major industry groups in Vermont, Professional Specialty Occupations will be the fastest growing sector, especially systems analysts which will add over 392 new jobs by 2006.

In addition to new job creation, job opportunities will arise from the need to replace existing workers who leave the workforce because of retirement or other reasons. Replacement needs are expected to account for 65% of all job openings in Vermont, with the remaining 35% from new job creation.

The state's largest economic region, Chittenden County, accounts for approximately 1/3 (86,363) of the total workforce.

Employment Change to the Year 2006	
Personal and Commercial Services	2335
Administrative, Business and Financial	1837
Sales and Promotion	1784
Education and Training	854
Agriculture, Natural and Applied Sciences	840
Mechanics, Repairers, and Precision	786
Health Services	713
Manufacturing, Processing and Plant Systems	679
Construction	611
Law, Social, and Protective Services	497
Transportation and Moving Services	472

The list below describes high growth jobs requiring at least 24 months of post high school training:

Occupational Area	**Total Growth (new jobs)**
Sales and Marketing	679
Administrative Support	383
Food and Lodging Service	364
Secretarial	353
Graphic Designing	205
Bakers	179
Practical Nurse	155
Cosmnetologists	149
Cabinetmakers	136
Designers	122
HVAC Mechanics	98
Dental Assistant	91
Dental Hygenist	87

Listed below are high growth jobs requiring some post high school training:

Occupational Area	**Total Growth (new jobs)**
Chef	530
Mechanic	367
Hotel Clerks	231
Sales Reps	230
Painters	106
Medical Tech	86
Parts Sales	86
Dairy Set/Operator	61
Law Enforcement	59
Electrician	52
Machine Tool/CNC	43

Below are occupations listed by openings:

Occupation	Annual Job Openings
Food Preparation	273
Registered Nurses	160
Cooks	118
Automotive Mechanics	115
Bookkeeping	114
Secretaries	112
Nursing Aides	111
Electrical Assemblers	99
Farmers	94
Carpenters	91
Childcare Workers	91
Electrical Engineer	85
Accountants/Auditors	84
Food Service and Lodging Managers	78
Groundskeepers	77
Human Service Workers	67
Home Health Aides	62
Systems Analysts	62
Practical Nurses	60
Computer Programmers	56

Below are the top occupations categorized by industry sector:

Human Services and Education – 67 human service and 91 childcare openings per year are forecasted. In addition, there are 278 annual teaching jobs with 73 teacher aides and 61 coaching annual openings forecasted.

Health and Emergency Services – 160 registered nurse, 111 nurse aides, 62 home health aides, and 60 practical nurse openings per year are forecasted. Emergency medical technicians, medical assistants, respiratory therapists, physical therapists, home health aides, dental hygienists, physician's assistant, medical records technician, and dental assistants all have projected annual growth to be above 3.1%. An aging population will increase demand for health services, but most new jobs will develop outside the hospital setting.

Hospitality – There are 392 waiter, 272 food preparation worker, 214 combined food preparation and service worker, 118 cooks, 97 counter attendant, 95 maid, 93 bartender, 78 food service worker, and 71 hotel desk clerk projected openings per year. Food batch workers, hotel desk clerks, and travel agents are expected to have more than a 3.0% job growth rate per year.

Media and Communications – The number of electronic pagination system workers is expected to grow by 12.7% and the writers and editors by 2.9% per year to 2006. Nationally, employment of visual artists is expected to grow faster

than the average for all occupations through the year 2006. The explosive growth of the Internet is expected to provide many additional opportunities for graphic artists. Employment growth for graphic artists, however, may be limited because some firms are turning to employees without
formal artistic or design training to operate computer-aided design systems. The overall employment of broadcast technicians is expected to grow about as fast as the average through the year 2006. Growth in the number of new radio and television stations and an increase in the number of programming hours should require additional technicians. Employment of camera operators is expected to grow as fast as the average for all occupations through the year 2006. Despite businesses making greater use of videos for training films, business meetings, sales campaigns, and public relations work, the growth in employment of camera operators will be restrained as their work and duties in motion pictures and film are expected to be slowly taken over by directors of photography or cinematographers. Also, as advances in telecommunications create new markets and products—electronic newspapers and magazines, for example, which rely heavily on images—the demand for pictures and images is expected to increase over the projection period.

Manufacturing and Product Development – Growth in manufacturing includes 99 electronic assemblers, 91 assemblers, and 85 electronic engineers per year. The fastest growing jobs in manufacturing include CNC machine operators, plastic mold machine operators, chemists, mechanical engineering technicians, machine setters/operators, extruding/drawing operators, selected machine operators, packaging and filling machine operators, and chemical technicians.

Business – Leading the occupational openings in the business/information area include Executive management positions, office clerk, clerical supervisors, secretaries, manager/administrator, selected service supervisors, receptionists, rental clerks, systems analysts, computer programmers and in the finance and retail area, cashiers, sales clerks, sale supervisors, bookkeepers, sales representatives, and accountants. Areas of high growth are computer science, computer engineers, systems analysts, securities/finance sales, adjustment clerks, bill collectors, and general sales with greater than 2.9% annual growth rate.

Transportation/Automotive – High numbers of annual openings show up in both light and heavy truck operations, automotive mechanics, stock management and shipping. The highest growth jobs in this area are bus driving, bicycle repair, aircraft pilots, and stock management.

Construction – Top openings include carpenters, maintenance repairers in general utilities, and janitors. The highest growth jobs are architects, civil engineers, HVAC and refrigeration mechanics, and sheet metal workers.

Agriculture/Natural Resources – The jobs with the most openings include farmer (94), hand packers, and gardeners with natural science managers having high growth. Although, according to the latest Census of Agriculture, less than 3 percent of Vermonters work on farms, agricultural occupations increased their

share of the market between 1990 and 1996 (Current Population Survey) and the processing of food products continues to enjoy growth. The state's reputation for quality products has lead to the growing food-processing industry in areas of dairy related products, cheese, and ice cream, and new specialty foods such as salsa, jellies, grains and coffee. Food product manufacturing will grow much faster in Vermont than in the nation as a whole.

2.12.3 Scope of Technical Education Programs

Changing workforce development needs will have an impact on the nature of programming in the future. Several factors will influence the delivery of occupational training including: a broadening of functional specialization's into occupational skill sets; all workers will have capabilities to work in cross functional teams that include workers from all functional areas; all workers will be empowered to assume a larger share of managerial and professional responsibilities; advanced operations will be based on a common shared understanding of business systems - they will be driven by real-time information systems that integrate operations with-in a larger network; there will be a rapid adoption of computer integrated systems and shortened process cycles - workers must have a strong background in communications/information systems and be highly flexible in learning new processes and systems.

Vermont's vocational-technical programs include:

- 11 Human Services programs with approximately 229 students.
- 11 Health, 1 Medical Records, 2 Emergency Services, and 3 Protective Services programs available in Vermont with approximately 340 students
- 14 Culinary and one Travel and Tourism program with approximately 375 students.
- 1 Design and Illustration, 6 Graphic Communications and 5 Video Production programs with approximately 210 students.
- 11 Design and Drafting, 3 Electronics, 6 Machining, and 4 Welding and Fabrication programs with approximately 400 students.
- 8 Bookkeeping, 12 Marketing, 6 Computer, and 16 Office Occupation programs with approximately 721 students.
- 18 Building Trades, 2 Electricity, 1 Plumbing, 1 Heavy Equipment and 4 Welding programs with approximately 480 students.
- 1 Aviation Maintenance, 4 Collision Repair, 15 Auto Technology, 1 Diesel Mechanics, and 2 Industrial Mechanics programs with a total of 519 students.
- 6 Agriculture Mechanics, 4 Diversified Agriculture, 11 Natural Resources, and 5 Horticulture programs with approximately 420 students.

Sources: Northern Economic Consultants, Vermont Department of Employment and Training, Vermont Department of Education, US Department of Labor Bureau of Statistics.

2.13 Joint Planning & Coordination

Section 122(c)(16)

The Vermont Department of Education is the agency responsible for all federal education funds that support public primary and secondary education. It ensures coordination of federal and state resources for education through its strategic plan to support standards-based school reform and improvement. Operationally, state activities supported by federal funds are coordinated through weekly managers' meetings.

The Vermont Framework of Standards and Learning Opportunities articulates the skills that all students should acquire in their public education. Funds that support different aspects of the education system share this common outcome and are focused on improving schools through action planning on the state and local levels. Federal funds from different sources are coordinated to support shared systems of student assessment, information, curriculum development, and professional development.

The state plan for technical education is closely connected to and a significant part of the department's strategies for reform and improvement of secondary education. In this arena it builds most closely on Goals 2000, ESEA, IDEA, and School-to-Work funds. All these funds share the primary goals of providing students the opportunities to master the skills in the Vermont Framework and of ensuring that teachers and education personnel have the skills to provide them the instruction and support they need. Goals 2000 funds and STW funds have been utilized on improving career development, applied academics, and work-based learning so that students are more prepared to select and succeed in appropriate technical education. Results of state assessments of 10th and 11th graders guide curriculum development, professional development, and technical assistance provided by the department. State consultants participate on all committees that have as their charge improvement of secondary education in Vermont. The DOE is a lead partner in the state STW initiative and a department manager is co-chair of the STW State Partners.

2.14 Linkage between Secondary and Postsecondary Education

Section 122(c)(16)

2.14.1 – State-level Linkages

In addition to the articulation of secondary, adult and postsecondary programs described in Section 2.5 of the plan, Vermont has been taking steps to develop a comprehensive system of technical education. At every stage of the strategic planning process, the need for a system that connects secondary, adult and postsecondary programs and that maximizes the use of existing and future facilities has been of central concern. Currently, efforts focus on developing better organizational and working relationships among secondary and postsecondary

providers. On the state-level, interagency planning and coordination continue as high priorities.

The new state legislation for technical education stopped short of endorsing changes in governance to effect linkages. It did, however, indicate that a long-term solution should be sought and directed that the development of a technical education system be addressed by the Legislature again in 2003. In the meantime, it requested that a joint committee of the State Board of Education and the HRIC, the Technical Education Standards Committee, develop recommendations on the coordination of secondary and postsecondary technical education. State leadership funds from Perkins will be used to help support the work of this committee.

The new legislation also provided funding to technical centers to pilot new approaches to governance, access, and linkages to postsecondary institutions and to regional industries and businesses.

2.14.2 - Linkages on the Local Level

The invitation to technical centers to pilot new approaches to governance including linkages to postsecondary institutions stimulated a considerable number of local plans. Three funded sites and four unfunded sites are proceeding to implement regional innovations that will provide several new ways to implement quality tech prep programs. These plans include the utilization of technical centers for offering postsecondary progarms, distance education, and satellite offices of postsecondary institutions at technical centers. In many cases, representatives of postsecondary participants are members of new governance boards. These experiments can be supported by both secondary and postsecondary Perkins funds for program development. They are intended, also, to develop and refine new paradigms for linkages in a state-wide system.

2.15 GEPA Equity Provisions

20 U.S.C.1228a

[20 U. S.C.] 1228a. Equity for Student and Other Beneficiaries

(a) Purpose

The purpose of this section is to assist the Department in implementing the department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by –

(1) ensuring equal opportunities to participate for all eligible students, teachers, and other beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.

The requirements specified in II.A.15 of the Carl Perkins Act III are fulfilled by State Board Regulation 2110 which reads as follows:

The purpose of these rules is to ensure that all students in Vermont Public Schools are afforded educational opportunities that are substantially equal in quality and are designed to enable them to achieve or exceed the expectation set forth in Vermont's Framework of Standards and Learning Opportunities.

These rules are designed to ensure continuous improvement in student performance and the provision of high quality programs to enable students to attain rigorous standards. The rules establish a transitional system for measuring improvement in student performance in order to identify schools which may encounter difficulty in providing a high quality education in school years 1998-99; and 1999-2000 and a system for providing technical assistance to such schools.

2.16 Memoranda of Understanding

Section 122(c)(21)

As part of the unified planning process the Director of Vocational Rehabilitation, the Director of Youth, Adult, Displaced Workers Programs, and the Director of Technical and Adult Education meet at least monthly to coordinate cross-agency programs and to facilitate the integration of services. These directors formulated and signed the Memorandum of Understanding required by the Workforce Investment Act in February, 1999. The memorandum outlines operational procedures for coordinating programs as active partners in one-stop career centers. The signed MOU can be found in Appendix N.

2.17 Non-duplication of WIA Programs

Section 122(c)(21)

The directors of Perkins and WIA funded programs reviewed all parts of the unified plan to ensure non-duplication and to provide comment on coordination. No areas of duplication were found and areas of coordination are identified in the unified plan.

Section III.

Accountability & Evaluation

3.1 In-put and Development

Section 113(b)(1)(A-D)

Objective, quantifiable performance measures have been defined for each of the core indicators. The process for identifying the measures included all agencies involved in the unified state plan, local providers, eligible agency/institution representatives, and statisticians involved in the Vermont assessment system. The focus of this effort is to establish objective measures, common definitions of terms, efficient use of existing databases, and reduction of duplicative surveys or data collection instruments across the workforce education and training system. To this end, a comprehensive list of performance measures has been compiled, and each component of the unified state plan addresses the performance measures.

The charts 3.1- 3.4 list the performance indicators and measures for the Carl Perkins Act, as well as for Titles I, II, III, and IV of the Workforce Investment Act. The indicators and measures for Technical Education (Carl Perkins Act) are outlined in red.

The identification of indicators, performance measures, and state performance levels is the culmination of three years of regional planning, state leadership conferences, input from practitioners and providers, and state level work on assessment methodology. Procedures that were employed to solicit input included:

- Drafts of performance measures compiled among agencies and programs involved in the unified state plan,
- Multiple meetings with eligible recipients to define measures,
- Review with the Adult Education Board and State Board of Education,
- A total of eighteen meetings during January and February 1999 to identify appropriate performance measures for secondary, adult and post secondary learners, and
- A review of available data and statistical procedures to determine baseline measures and appropriate targets for years one and two of the plan.

The State plan was published on the department of education's electronic website for public review and comment. The performance indicators, performance measures and the data used to develop the measures received specific attention at public hearings on the state plan.

3.2 Core Indicators and State Levels of Performance

Section 113(b)(2)(A)(I-iv)

3.2.1 Performance Measures

Performance measures were developed to be consistent across agency programs and services included in the unified state plan. Performance measures for CP3 programs are highlighted in yellow. Performance measures were chosen for their "portability" across agency programs so that comparable data can be gathered and reported regardless of funding source or program provider. It is imperative that terms be defined consistently and that, as much as possible, data collection and reporting techniques be the same to ensure that accurate and reliable data-based outcomes can be reported. Continuous improvement of outcomes can then be tracked regardless of where the program is offered or who funds it, while still allowing program by program analysis of outcome data for their own purposes.

UNIFIED PLAN PERFORMANCE MEASURES

PERFORMANCE INDICATOR #1:
Carl Perkins Act: STUDENT ATTAINMENT OF CHALLENGING STATE ESTABLISHED ACADEMIC, AND VOCATIONAL AND TECHNICAL, SKILL PROFICIENCIES.
WIA Title I Youth: ATTAINMENT OF BASIC SKILLS AND, AS APPROPRIATE, WORK READINESS OR OCCUPATIONAL SKILLS.
WIA Title II: DEMONSTRATED IMPROVEMENTS IN LITERACY SKILL LEVELS IN READING, WRITING AND SPEAKING THE ENGLISH LANGUAGE, NUMERACY, PROBLEM SOLVING, ENGLISH LANGUAGE ACQUISITION, AND OTHER LITERACY SKILLS.

PERFORMANCE MEASURES

SECONDARY	ADULT	POST SECONDARY
1a. Academic Proficiency: **Measure:** #/% of completers who achieve a score of 65 on the Accuplacer Algebra test. **Documentation:** 1. Individual student records	**1a. Academic Proficiency:** **Measure:** **#/% of adult learners enrolled in various literacy or ESL levels who complete that level.** **Documentation:** 1. Demonstrate academic gain on a standardized test, or an applied or authentic assessment commensurate with national functioning levels.	**1a. Academic Proficiency:** **Measure:** #/% of completers who achieve a grade of C or better on mathematics course related to certificate or degree program **Documentation:** 1. Transcript, student records
1b. Technical Proficiency: **Measures:** #/% of secondary programs aligned to industry credentials. #/% of completers who meet requirements for industry-based credential #/% of completers who master 90% of program competencies **Documentation:** 1. List of programs and industry-based credentials 2. Industry report of # students receiving credentials 3. Teacher report	**1b. Technical Proficiency:** **Measures:** #/% of adult technical programs aligned to industry credentials. #/% of adult learners who meet requirements for industry-based credential **Documentation:** 1. List of programs and industry credentials taught 2. Industry report of # adults receiving credentials.	**1b. Technical Proficiency:** **Measures:** #/% of post secondary programs aligned to industry credentials. #/% of completers who meet requirements for industry credential **Documentation:** 1. Program description reflects industry credentials taught 2. Industry report of # adults receiving credentials.

UNIFIED PLAN PERFORMANCE MEASURES

PERFORMANCE INDICATOR #2:

Carl Perkins Act: STUDENT ATTAINMENT OF SECONDARY SCHOOL DIPLOMA OR ITS RECOGNIZED EQUIVALENT, A PROFICIENCY CREDENTIAL IN CONJUNCTION WITH A SECONDARY SCHOOL DIPLOMA, OR A POST SECONDARY DEGREE OR CREDENTIAL.

WIA Title I (Adult): ATTAINMENT OF A RECOGNIZED CREDENTIAL RELATING TO ACHIEVEMENT OF EDUCATIONAL SKILLS, WHICH MAY INCLUDE ATTAINMENT OF A SECONDARY SCHOOL DIPLOMA OR ITS RECOGNIZED EQUIVALENT, OR OCCUPATIONAL SKILLS, BY PARTICIPANTS WHO ARE ELIGIBLE YOUTH AGE 19 THROUGH 21 WHO ENTER POST SECONDARY EDUCATION, ADVANCED TRAINING, OR UNSUBSIDIZED EMPLOYMENT.

WIA Title I (Youth): ATTAINMENT OF SECONDARY SCHOOL DIPLOMAS AND THEIR RECOGNIZED EQUIVALENTS.

WIA Title II: RECEIPT OF A SECONDARY SCHOOL DIPLOMA OR ITS RECOGNIZED EQUIVALENT.

SECONDARY	ADULT	POST SECONDARY
2a. high school diploma: #/% of 12th grade tech Ed completers who acquire a high school diploma.	**2a. credential and diploma:** 1. #/% of adults enrolled in intermediate ABE or ASE who acquire a high school diploma or its equivalent. 2. #/% of youth and adults enrolled in DET programs who acquire a high school diploma or its equivalent.	**2a. post secondary degree:** #/% of certificate and associate degree program enrollees who complete a certificate or degree.
Documentation: 1. Record check with diploma granting school.	**Documentation:** 1. Social security # check with state GED record; name check with state adult diploma program; record check with diploma granting school. 2. Social security # check with state GED record; name check with state adult diploma program; record check with diploma granting school.	**Documentation:** 1. Record check with certificate or degree granting institution.

UNIFIED PLAN PERFORMANCE MEASURES

PERFORMANCE INDICATOR #3:

Carl Perkins Act: PLACEMENT IN, RETENTION IN, AND COMPLETION OF, POST SECONDARY EDUCATION OR ADVANCED TRAINING, PLACEMENT IN MILITARY SERVICE, OR PLACEMENT OR RETENTION IN EMPLOYMENT.
WIA Title I (Adult): ENTRY INTO UNSUBSIDIZED EMPLOYMENT. RETENTION IN UNSUBSIDIZED EMPLOYMENT 6 MONTHS AND 1YEAR AFTER ENTRY INTO EMPLOYMENT. EARNINGS RECEIVED IN UNSUBSIDIZED EMPLOYMENT 6 MONTHS AND 1 YEAR AFTER ENTRY INTO EMPLOYMENT.
WIA Title I (Youth): PLACEMENT AND RETENTION IN POST SECONDARY EDUCATION OR ADVANCED TRAINING, OR PLACEMENT AND RETENTION IN MILITARY SERVICE, EMPLOYMENT, OR QUALIFIED APPRENTICESHIPS.
WIA Title II: PLACEMENT IN, RETENTION IN, OR COMPLETION OF, POST SECONDARY EDUCATION, TRAINING, UNSUBSIDIZED EMPLOYMENT OR CAREER ADVANCEMENT.
WIA Title IV: PLACEMENT AND RETENTION IN EMPLOYMENT, INCREASED ANNUAL WAGE EARNINGS, DECREASE IN RECEIPT OF PUBLIC ASSISTANCE.

SECONDARY	ADULT	POST SECONDARY
3a. placement: #/% of secondary completers placed in advanced training, post secondary, military service, employment **Documentation**: Follow-up studies within three months after students complete a secondary program to determine placement status. **3b. retention** Of those employed upon completion, #/% who are still working 6 months, 1 year later. **Documentation:** Follow-up through Department of Employment and Training on employment status. **3c. completion** Of those who enroll, #/% who complete a program (enrollment vs. completion ratio) **Documentation:** Student record review	**3a. placement:** #/% of adult program participants placed in other academic or vocational programs. #/% of adult program participants in the workforce who obtain employment. **Documentation**: End of year report on placement **3b. retention** Of those employed, #/% who are still working 6 months, 1 year later; wages received by placed adults 6mos, 1yr later. #/% who are placed in employment AND are still working 3 months later. **Documentation:** Follow-up through Department of Employment and Training on employment status and wages. **3c. completion** Of those who enroll, #/% who complete a program (enrollment vs. completion ratio) **Documentation:** Student record review **3d. Other related measures** Total annual amount of increased wages and decreased public assistance dollars received by VR clients. **Documentation:** VR follow-up with clients on wages, with Welfare dept on public assistance decreases.	**3a. placement:** Of certificate associate degree completers, #/% placed in advanced training or post secondary, military service, or employment. **Documentation:** Follow-up studies within 6mos of student completion of a post secondary program. **3b. retention** #/% of new students who complete first semester and enroll in second semester. Of those placed in employment, # who are still working 6 months, 1 year later. **Documentation:** Student record review Follow-up through DET on job status. **3c. completion** Of those who enroll, #/% who complete a program (enrollment vs. completion ratio) **Documentation:** Student record review

UNIFIED PLAN PERFORMANCE MEASURES

PERFORMANCE INDICATOR #4:
Carl Perkins Act: STUDENT PARTICIPATION IN AND COMPLETION OF VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS THAT LEAD TO NON-TRADITIONAL TRAINING AND EMPLOYMENT.

PERFORMANCE MEASURES

SECONDARY	ADULT	POST SECONDARY
4a. participation: #/% of participants in programs leading to employment in non-traditional occupations. **Documentation**: 1. Student enrollment records: ratio of non-traditional enrollees to total enrollment for each gender. **4b. completion** **Of those who complete, #/% who master program competencies** **Documentation:** **1. Student record review**	**4a. participation:** #/% of participants in programs leading to employment in non-traditional occupations. **Documentation**: 1. Student enrollment records: ratio of non-traditional enrollees to total enrollment for each gender. **4b. completion** **Of those who comlete, #/% who master program competencies.** **Documentation:** **1. Student record review**	**4a. participation:** #/% of participants in programs leading to employment in non-traditional occupations. **Documentation**: 1. Student enrollment records: ratio of non-traditional enrollees to total enrollment for each gender. **4b. completion** **Of those who enroll, #/% who complete programs.** **Documentation:** **1. Student record review**

3.2.2 Levels of Performance for First Two Years

Performance records for the past five years were reviewed to establish state performance levels for the performance measures for technical proficiency, placement, and non-traditional enrollment and completion. For a small state like Vermont to establish performance levels is complicated by the fact that, in some programs, very small numbers of people are served. The chance for measurement error is greater as the sample size decreases. In some cases, less than twenty students were served in a program area. The success or failure of each student affects outcome data by 5%!

The first issue we addressed in Vermont was the identification of the secondary student population to be tracked as to achievement of the performance standards. Vermont funds only programs, not courses, at the secondary level. A program must be offered either 120 minutes per day for two school years, or 240 minutes per day for one school year. Industry councils and advisory committees strongly support this minimum time commitment in that it ensures at least 700 hours of concentrated instruction in a technical skill area.

For federal reporting purposes, this population of technical education program participants at the secondary level is defined as "concentrators", a term defined in the federal state plan guide as "students who have completed three or more courses or equivalent hours of instruction in a single career or industry area". For reporting purposes, there is no other category of Vermont secondary student that will be tracked. For example, the federal state plan guide asks for data on a category called "other student" that is defined as "a student who has completed one or more technical education courses". This term does not apply in Vermont.

To address the issue of accurately measuring progress for small numbers of students in Vermont, two steps were taken. First, data was combined over five years to increase the "pool" of participants for statistical calculations. Second, the standard error of measure was calculated to determine the range of scores that could be attributed to chance, then the lowest score in that range was utilized as the baseline measure.

In several cases, there is no available data to utilize for baseline data. In these cases, fiscal year 2000 will be utilized for baseline data calculations, and performance levels will then be calculated for year two of the five-year state plan. These will be considered tentative performance measures to be updated each year until at least three years of data are available upon which to establish reasonable trends.

PERFORMANCE INDICATOR #1

Secondary academic proficiency

There is no data presently available to provide a performance measure for academic achievement of state standards for either secondary or post secondary students. Vermont has established, as its secondary performance measure, that students who can enter post secondary education without the need to take remedial coursework have met a high academic standard. To standardize this measure, and to ensure valid and reliable testing, a computerized test (Accuplacer) will be utilized. Secondary students will be required to complete this test upon exit from a technical education program. Data collected in fiscal years 2000 will be utilized to establish a baseline performance measure.

Post Secondary academic proficiency

Post secondary students will be expected to achieve a grade of "C" or better in a college mathematics course related to their technical certificate or degree program. We will collect this data beginning in the spring of 1999 and establish baseline performance measures by the end of fiscal year 2000.

Secondary, Adult, and Post secondary technical proficiency measures

Secondary

There are presently 224 secondary technical education programs, of which 41 have competencies aligned with industry credentials (see Appendix O for list of all programs and credentials). This means that forty programs prepare students for specific credentials. Vermont expects to increase this number by 2% each year. This will mean adding credentialing opportunities to at least five programs each year.

We presently have inconsistent data on the number of secondary students who acquire industry-based credentials related to their technical program. We will gather baseline data on this performance measure, and establish a baseline measure by June 2000. We will expect to increase the number of students with credentials by 2% each year.

Each year Vermont collects data on the number of students who attain mastery of 90% of the technical competencies required in their programs. Vermont has established this goal: eighty percent of students who complete a program should master 90% of that program's core competencies and employability skills. Over the past five years, the statewide average of completers who met the goal was 66%. Taking into account a standard error of measure of 1.07 (85% confidence level), Vermont established a baseline measure of 65% for this performance measure.

The statewide data for this measure is disaggregated by region, by program and by population for use at the local level in program review and annual evaluation.

Percentage of Completers who met the Standard:
Students Rated as proficient in 90% of program competencies/
 # completers with usable scores

Population	*5 year Ave*	*FY '98*	*FY '97*	*FY '96*	*FY '95*	*FY '94*
Total	66% 2681/4077 S.E 1.07	802/1170	875/1304	481/698	202/308	321/597

Adult

Vermont supports adult training courses ranging from 30 hours to over 300 hours of instruction to maintain, upgrade, or retrain adults to industry specifications. In fiscal year 1998, there were approximately 35 different types of adult technical education programs offered, of which 12 (34%) taught skills aligned with industry standards. Vermont expects to increase the number by two programs each year. This will insure that, by the fifth year of the state plan, it is expected that 63% (22 of 35 programs) will be aligned with industry credentials. Shown below is the present status of adult program offerings.

Adult Technical Program Offerings

Programs Aligned with an Industry Credential	Programs not aligned
Adult Driver License/CDL	Accounting/Quick Books Pro
Air Conditioning & Refrigeration Tech	Auto Maintenance and Repair
Child Care Provider Certificate	Computer Aided Design
Database/MS Access/PowerPoint (Microsoft cert.)	Computer Technology Systems
Automotive Service Excellence (ASE exam prep)	Desktop Publishing
Essential Maintenance Practices re: lead poisoning	High School Credit- History, Math,etc
National Restaurant Assoc. Mgt. certificate program	Home Repair/Basic Electricity/Wiring
Manufacturing Technology certification program	Horticulture/Landscaping
Licensed Nurse Assistant training program	Hospitality/Culinary Arts/Nutrition
L-P Gas Technology	Introduction to Computers
Medical Transcription/Terminology	Keyboarding
Oil Burner Technology	Literacy/Tutoring/GED prep
	Macintosh Operating Systems
	Office Technology
	Para Educator Training
	Principles of Technology
	Printing/Graphics Design
	Small engine Repair
	Spreadsheets:Lotus123, Quatro Pro/Excel
	Welding/Machine Trades
	Windows operating systems 95/98
	Woodworking/Furniture Construction
	WordPerfect/MS WORD

We presently have inconsistent data on the number of adult students who acquire industry-based credentials related to their technical program. We will gather baseline data on this performance measure, and establish a baseline measure by June 2000. We will expect to increase the number of students with credentials by 2% each year.

Post Secondary

During fiscal year 1999 there were 50 post secondary programs; eight (8) have course content aligned with industry standards. Vermont expects to increase this number by 4% each year, ensuring that two programs align with industry credentials each year. See the chart below for programs and aligned industry credentials.

We presently have inconsistent data on the number of post secondary students who acquire industry-based credentials related to their technical program. We will gather baseline data on this performance measure, and establish a baseline measure by June 2000. We will expect to increase the number of students with credentials by 4% each year.

Institution	Certificate/Degree Programs (C) Certificate (D) Degree	Industry Credential
Vermont Technical College	Architecture Building & Tech (D)	
	Accounting (D)	
	Dairy Farm Management (D)	
	Automotive Technology (D)	ASE certification
	Agri-Business Management (D)	
	Biotechnology (D)	
	Business Technology Program (D)	
	Construction Management (D)	
	Landscape Dev & Ornamental Hort (D)	
	Small Business Management (D)	
	Veterinary Technology (D)	Veterinary Assistant Certif.
	Associate Degree Nursing (D)	LPN licensing
	Civil Engineering Technology (D)	
	Computer Engineering Technology (D)	
	Electrical & Electronic Eng Tech (D)	
	Mechanical Engineering Tech (D)	
	Rehab Engineering Tech (D)	
	Practical Nursing (C)	LPN licensing
Community College of Vermont	Criminal Justice (D)	
	Human Services (D)	
	Corrections (D)	
	Early Childhood Education (D)	
	Accounting (C) (D)	CPA exam*
	Financial Services (D)	

	Business (D) Computer Business Applications (C)(D) Computer Mgt Systems (C)(D) Manufacturing Systems (D) Office Management (D) Facilities Management (D) Secretarial Studies (C)(D)	*with 2 years work experience
Champlain College	Accounting (D) Office Administration (D) Early Childhood Education (D) Criminal Justice (D) Computer Programming(D) Fashion Merchandising (D) General Business (D) Hotel/Restaurant Management (D) Management (D) Media Graphics (D) Marketing/Retailing (D) Occupational Therapy (D) Paralegal (D) Public Relations (D) Respiratory Therapy (D) Radiography (D) Sports Management (D) Social Services (D) Travel & Tourism (D)	Novell CAN, Microsoft MCP Licensing exam COTA RRT, CRRT Licensing exam ARRT Licensing exam

PERFORMANCE INDICATOR #2

Secondary credentials

Vermont will focus on the number of technical education program completers who acquire high school credentials for this performance measure. Vermont presently tracks completers of technical programs without regard to their status as to receipt of a high school credential. This data element will be added to data collection beginning in the spring of 1999.

To gather data on fiscal year 1998 and earlier, completers of technical education programs were cross-referenced with a survey of high school graduates completed three months after graduation. This survey does not reach adults (age 16 or over, out-of-school, without a diploma) who participated in technical programs. These adults, called "adults without a diploma", make up 3% of the completers from technical education

programs. This population will not be included in federal reporting for years one and two. Data will be collected on this population beginning in the spring of 1999. At the end of fiscal year 2001, Vermont may establish a separate baseline measure for adult students.

CHART 3.22
ACQUISITION OF CREDENTIALS

Performance Indicator #2: Receipt of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a post secondary degree or credential				
Performance Measures	FY98	FY97	FY96	FY95
#/% of 12th grade students completing technical programs who earned a high school diploma Completers with diploma/ Completers	Not available	Not available	Not available	Not available
#/% of adult learners who complete an associate degree within three years at Champlain or VTC e.g. Enrolled 1995/ Completed by 1998	VTC - 56% Champlain-55% CCV - NA			
#/% of adult learners who complete a certificate or degree at CCV Certificate/Degree completers/Enrollees	9.55% 222/2324			

Post secondary credentials

Vermont allocates federal funds to post secondary programs at three institutions: Vermont Technical College, Champlain College, and Community College of Vermont. Community College designs flexible programs to meet adult worker and family schedules. Many students attend part time and take several years to complete a degree. A "snapshot" will be taken annually of the enrollees versus completers, and this will provide a performance measure for this population. VTC and Champlain are two-year technical colleges where most students attend full time. A cohort of students will be followed to determine the numbers who complete a degree within three years.

At VTC and Champlain, of the students who enrolled in the fall of 1995, 55.5% of students completed their associate degree within three years. At CCV, of 2324 students enrolled in fiscal year 1998, 222 students completed their degree or certificate program. Vermont will seek to improve the percentage of completers by 1% each year.

PERFORMANCE INDICATOR #3

Secondary placement, retention and completion

Vermont conducts a one-year and three-year follow-up survey of completers of technical education programs. Data is collected as to whether the placement is related or unrelated to the technical program across three types of placements: post secondary, employment or military training. The data was combined over four years to provide larger numbers

for analysis. This reduces the standard error of measure from 1.56 to .54 (85% confidence level). The baseline average, giving consideration to the standard error, is 94.27%. At this high level of achievement, Vermont's goal is to maintain this high performance level.

ONE YEAR PLACEMENT

Completion Year->	*FY '97*	*FY '96*	*FY '95*	*FY '94*	*TOTALS*	
Postsecondary Related	278	295	152	194	919	
Postsecondary Unrelated	51	50	20	22	143	
Employed Related	363	434	226	259	1282	
Employed Unrelated	170	250	132	131	683	
Military Related	31	37	16	21	105	
Military Unrelated	11	10	13	10	44	
Other responses	38	46	28	62	174	
Total	**942**	**1122**	**587**	**699**	**3350**	
# Completers	**1589**	**1397**	**1528**	**1548**	**6062**	
Response rate	**57%**	**77%**	**38%**	**45%**	**55%**	
Total placed	**96%** 904/942	**96%** 1076/1122	**97%** 559/587	**91%** 637/699	**94.81%** 3176/3350	

Three Year Placement

Completion Year ->	*FY '95*	*FY '94*	*FY '93*	*FY '92*	*FY'91*	*Totals*
Postsecondary Related	173	140	125	129	170	737
Postsecondary Unrel.	40	31	43	21	49	184
Employed Related	481	412	391	330	454	2068
Employed Unrelated	233	218	195	175	281	1102
Military Related	35	30	21	29	19	134
Military Unrelated	15	10	16	17	43	101
Other responses	39	82	48	50	106	325
Total	**843**	**923**	**839**	**751**	**1122**	**4478**
#Completers	**1528**	**1548**				
Response rate	**55%**	**60%**				
Total Placed	**95%** 804/843	**91%** 841/923	**94%** 791/839	**93%** 701/751	**91%** 1016/1122	**92.74%** 4153/4478

For the performance indicator on job retention, Vermont will utilize fiscal year 2000 as a baseline year to gather this data. Individual student records and social security numbers will need to be maintained on each student as he or she enrolls in programs. We will

work with the Department of Employment and Training to follow-up on these learners to determine if, once placed in employment, they remain employed six months and one year later.

Adult

This performance measure will address the completion rate for students enrolled in sequential programs leading to industry credentials. There is not consistent, reliable data available for this performance measure. During fiscal year 2000, data systems will be instituted to gather this data and establish performance baselines and measures for improvement.

Post secondary

Reliable data is available from two institutions (VTC and Champlain) upon completion of post secondary programs. One institution is instituting a follow-up survey system this year (CCV). We expect to maintain the high placement rate for the two technical colleges (Champlain – 83%, VTC – 98% for FY 98). We will establish baseline data for CCV during fiscal year 2000.

Retention data was collected from each institution regarding two types of retention information. First, retention of students from one semester to the next, especially for new students, is a critical issue for post secondary institutions. As can be seen from the chart below, retention rates vary from institution to institution. Second, retention in jobs 6 months and 1 year after placement is not readily available. During fiscal year 2000, data systems will be instituted to gather more data, analyze it, and establish performance baselines and measures for improvement.

POST SECONDARY RETENTION DATA

Institution	Enrolled Fall 1997	Continued Spring 1998	Retention Rate	
Community College of VT (CCV)	1450	914	63%	
Champlain College	479	443	92%	
Vermont Technical College (VTC)	Being compiled	Being compiled	85%	
TOTAL				

PERFORMANCE INDICATOR #4

Secondary

Non-traditional enrollment in secondary programs will be monitored as to the ratio of nontraditional enrollments to traditional enrollments by gender. "Gender neutral" programs will be removed from the calculation so that an accurate comparison can be made between traditional and non-traditional enrollments. At the present time, there are

8 traditional and 19 non-traditional programs for females, and 19 traditional and 8 non-traditional programs for males (see chart below). There are 10 programs that are considered "gender neutral"(highlighted in bold print in the chart below).

Non-Traditional Programs

Program	CIP	FY98	FY97	FY96	FY95
Agriculture Mechanics	01.0201	NTF	NTF	NTF	NTF
Diversified Agriculture	01.0301	NTF	NTF	NTF	NTF
Horticulture	01.0601				
Forestry/Natural Resources	03.0101	NTF	NTF	NTF	NTF
Marketing Education	08.0799				
Hospitality, Travel, Tourism	08.0901	NTM	NTM	NTM	
Cosmetology	12.0403	NTM	NTM	NTM	NTM
Human Services	20.0201	NTM	NTM	NTM	NTM
Culinary Arts	20.0401				
Technology Education	21.0101	NTF	None	None	None
Pre-Law	22.0102				
Protective Services-Law Enforce	43.0107		NTF	NTF	NTF
Protective Services-Fire Fighter	43.0203				
Building Trades	46.0201	NTF	NTF	NTF	NTF
Electrical Occupations	46.0302	NTF	NTF	NTF	NTF
Electronics	47.0101	NTF	NTF	NTF	NTF
Computer Technology	47.0104	NTF	NTF	NTF	
Heavy Equipment	47.0302	NTF	NTF	NTF	NTF
Industrial Mechanics	47.0303	NTF	NTF	NTF	NTF
Auto Body	47.0603	NTF	NTF	NTF	NTF
Automotive Technology	47.0604	NTF	NTF	NTF	NTF
Diesel/Truck Mechanic	47.0605	NTF	NTF	NTF	NTF
Aviation Technology	47.0609	NTF	NTF	NTF	NTF
Drafting/CAD	48.0101	NTF	NTF	NTF	NTF
Graphic Arts	48.0201				
Machine Trades	48.0503	NTF	NTF	NTF	NTF
Welder/Metal Fabrication	48.0508	NTF	NTF	NTF	NTF
Millwork Cabinetry	48.0703				
Performing Arts	50.0101				
Careers in Design/Illustration	50.0401				
Video Production	50.0602	NTF	NTF	NTF	NTF
Dental Assistant	51.0601	NTM	NTM	NTM	NTM
Medical Records	51.0705	NTM	NTM	NTM	None
Health Occupations	51.0801	NTM	NTM	NTM	NTM
Protective Service – EMT	51.0904				
Bookkeeping/Accounting	52.0302	NTM	NTM		
Office Occupations	52.0408	NTM	NTM	NTM	NTM

The goal will be to move every secondary program to a more gender-balanced enrollment pattern as evidenced by an enrollment of at least 25% non-traditional students in each program. Increasing the number of non-traditional students each year by 20 statewide will raise the percentage by one on this performance measure (See chart below). Because the percentage has varied from 8% to 10% over the past five years, it is evident that it is difficult to "bend the curve" upward on this measure. The goal will be to approach 25% non-traditional enrollment statewide, and to encourage local programs to maintain this enrollment level for every program offered. Vermont's goal will be to increase the non-traditional enrollment by 1% each year.

As shown in the chart below, Vermont females are more likely to enroll in non-traditional programs than are males. Upon completion of a program, a non-traditional student is more likely to master program competencies than a traditional student. The data for fiscal year '98 shows a statistically significant difference. Vermont has encouraged funded programs to ensure that a cohort of no less than three non-traditional students are enrolled in a program to ensure a peer group and reduced isolation. Program supports for non-traditional students are very strong and closely monitored. Vermont's performance measures will focus on the overall percentage of enrollment, and enrollment ratios for each gender. We will continue to monitor the excellent achievement of non-traditional completers.

Performance Indicator #4: Participation in and completion of secondary programs that lea to non-traditional training and employment

Data Element	FY98	FY97	FY96	FY95	Average
% of non-traditional enrollments in programs leading to gender dominant occupations	10% 313/3028	9% 267/2957	9% 255/2826	8% 174/2290	9% 1009/11,10 S.E. .2714
Ratio/% of non-traditional TE female enrollments to traditional female enrollments	180/934 1:5 19%	185/759 1:4 24%	173/758 1:4 23%	107/714 1:7 15%	645/3165 1:5 20% S.E. .7110
Ratio/% of non-traditional TE male enrollments to traditional male enrollments	133/1781 1:13 7%	82/1931 1:24 4%	82/1813 1:22 5%	67/1402 1:21 5%	364/6927 1:19 5% S.E. .2617
% of non-traditional completers who master competencies compared to % of traditional TE completers who master competencies	63%/52%	60%/55%	24%/35%	11%/13%	44%/39%

Adult and Post Secondary

Data is not available in a reliable form for either adult or post secondary programs on non-traditional enrollment and completion. Data similar to that shown above for secondary students will be gathered during fiscal year 2000. A baseline will be established, and performance measures defined at that time.

LEVELS OF PERFORMANCE FOR FIRST TWO YEARS

Using the baseline data as developed above, state performance levels were established for the first two years of the state plan. The data will be analyzed each year, and adjustments made to the performance levels for the final three years of the state plan. Each performance measure is described on the following pages.

SECONDARY MEASURES

Performance Measures	Year 1	Year 2
Completers with score of 65 on Accuplacer test/ total number of completers	Baseline	Establish by June '00
Number of programs aligned with industry credentials / total number of programs Baseline: 41/224 (18%)	20% 45/224	22% 50/224
Number of completers who earn industry credentials / total number of completers	Baseline	Establish by June '00
Number of students who master technical competencies / total number of completers	65%	67%
12th grade completers with high school credential/ total number of completers	Baseline	Establish by June '00
% of completers placed in military, postsecondary, employment -- 1 year	94.27%	95%
% of completers placed in military, postsecondary, employment -- 3 year follow-up	92.19%	93%
% placed in employment, retained job 6 months, 1 year later	Baseline	Establish by June '00
Non-traditional enrollment Baseline: 9%	10%	11%
Non-traditional enrollment/ traditional enrollment Baseline (four-year cumulative data):Male: 364/6927 5%; Female: 645/3165 20%	Male: 6% Female: 21%	Male:7% Female: 22%

ADULT MEASURES

Performance Measures	Year 1	Year 2
Number of programs aligned with industry credentials / total number of programs Baseline: 12/35 (34%)	40% 14/35	46% 16/35
Number of completers who earn industry credentials / total number of completers	Baseline	Establish by June '00
Number of completers/number enrollees in adult training programs	Baseline	Establish by June '00
Completer /Enrollees non-traditional	Baseline	Establish by June '00
Non-traditional enrollment/ traditional enrollment	Baseline	Establish by June '00

POST SECONDARY MEASURES

Performance Measures	Year 1	Year 2
Completers with grade of C or better in mathematics course related to technical program CCV: Finite Math, Statistics, Tech Math VTC: Tech Math Champlain: Fundamental Math (70%), College Algebra (55%)	Baseline	Establish by June '00
Number of programs aligned with industry credentials / total number of programs Baseline: 8/50 (16%)	20% 10/50	24% 12/50
Number of completers who earn industry credentials or equivalent / total number of completers	Baseline	Establish by June '00
Completers/enrollees in CCV 222/2324 (9.55%)	10%	11%
Completers with associates degree/ total number of enrollees 3yrs prior Baseline: VTC 56%; Champlain - 55%	56%	57%
% of completers placed in military, post secondary, employment -- 6 months VTC – 98%, Champlain -83%	CCV – Baseline Champlain & VTC – above 90%	CCV – estabalish by June '00 Champlain & VTC – above 90%
% of students who complete first semester and enroll in 2nd semester CCV: 63% ; VTC: 85%; Champlain: 83%	Baseline	Establish by June'00
% placed in employment, retained job 6 months, 1 year later	Baseline	Establish by June '00
Completer /Enrollees non-traditional Baseline: CCV ___%; VTC: ___%; Champlain: ___%	Baseline	Establish by June '00
Non-traditional enrollment/ traditional enrollment	Baseline	Establish by June '00

** Data in process of being compiled

3.3 Annual Program Evaluation

Each eligible recipient shall file an annual performance report that addresses the following:

- An analysis, program by program, of performance measures and steps to be taken to ensure continuous improvement
- Comparison of program and regional data to other programs, regions in the state to identify strategies that should be duplicated, and
- Description of coordination with other agencies and programs to avoid duplication and encourage integration and coordination wherever possible.

3.4 Data Reporting

Each recipient of state or federal funds for secondary, adult, or post secondary technical education programs will maintain individual student records. The data elements will be identified by June 1, 1999 to ensure that accurate and reliable data is collected at the local level and reported in a timely manner to the state department of education.

The state department of education shall maintain a comprehensive database and periodically release reports to eligible recipients disaggregated by institution (regional technical center or post secondary institution), program and special population.

3.5 Complete, accurate and reliable data

The state department of education will carry out the following procedures:

- Secondary enrollment data will be verified by each student's town of residence
- Secondary completer and follow-up data will be verified periodically by cross-matching survey results with labor unemployment insurance data and third-party surveys
- Monitoring visits and technical assistance visits by department consultants will include spot checks on data gathering methodology and assistance with data collection procedures.

3.6 Common Data collection and reporting processes

Vermont agencies participating in the unified plan have made a concerted effort to identify common performance measures, consistent definitions of terms, and efficient and effective methods of data collection and reporting. By the end of the five year plan, Vermont hopes to establish a single report of all measures across programs and agencies.

Section IV.

Special Populations and Other Groups

4.1 Program Strategies for Special Populations

Section 122(c)(18)

Special Populations Students will be provided with organized educational programs that are directly related to preparing individuals for paid employment or for additional preparation for a career requiring other than a baccalaureate degree.

4.1.1 Individuals with disabilities

Individuals with disabilities will be provided vocational education in the least restrictive environment, and vocational program modifications will be a component of the Individual Educational Plan on the secondary level and with a plan developed with the student on the postsecondary level.

Individuals belonging to special population groups will be integrated with the general population in technical education programs that will include but not be limited to the following areas:

Competency based applied learning;
Work Attitudes and general employability skills; and
Occupational specific skills.

Modifications will be provided within the technical education programs.

Academic assessments of secondary students on IEP's will follow the "Assessment Options" found in the Comprehensive Assessment System found in *Vermont's Framework of Standards and Learning Opportunities*. Postsecondary assessment will be described as part of the student's plan.

Employability and occupational specific skills will be tracked by vocational assessment personnel four times annually. The results will be analyzed and shared with the vocational instructors.

Vocational Programs will be technical in nature and will coincide with the learning styles of the students. Students will receive training in areas that maximize their employability and future wages.

4.1.2. Individuals from economically disadvantaged families, including foster children

Secondary students from economically disadvantaged homes will be provided with the clothing and equipment necessary to successfully complete their programs as specified in law:

16 VSA : 1125a. Pupil without suitable clothing

When a town service officer finds that a legal pupil does not have suitable clothing to attend school, and the person on whom the pupil is dependent cannot furnish the clothing, he shall forthwith provide the pupil with suitable clothing.

Postsecondary students who are economically disadvantaged will have available to them state and federal grants and loans that will enable to access and successfully participate in vocational-technical education programs.

4.1.3 Individuals preparing for nontraditional training and employment

All individuals enrolled at local education agencies that are preparing for occupations that are nontraditional for their gender will be tracked and reported within the state data system. This will include student progress.

4.1.4 Single parents, including pregnant women and displaced homemakers

Adult Technical Coordinators and Adult Basic Education Coordinators work cooperatively with the Department of Employment and Training and the Agency of Human Services to develop services that do not duplicate and that will provide coordinated sequential programs to enable single parents and displaced homemakers to become self-sufficient.

All single parents and displaced homemakers who participate in regular programming at the local education agencies will be tracked and reported with the state data system. This will include student progress.

Postsecondary institutions will work to provide single parents with the support they need to successfully participate in vocational-technical education programs. This will include financial and personsal counseling to eliminate barriers to enrollment.

4.1.5 Individuals with other barriers to educational achievement, including individuals with limited English Proficiency:

The number of English as a second language students throughout the state is very small. The Career and Life Long Learning Team of the Vermont State Department of Education works very closely with the State Consultant for ESL to locate, identify, and serve these students. Students are provided appropriate support services.

4.2 Equal Access Section 122(c)(8)(a)

Individuals who are members of special populations are provided with equal access to the full range of vocational education programs available to all students.

To the extent consistent with the number and location of individuals who are members of special populations enrolled in private secondary schools, the State will provide for participation of those individuals in the vocational education programs, services and activities funded by Carl Perkins III.

4.3 Non-discrimination Section 122(c)(8)(B)

Discrimination against individuals who are members of special populations groups is forbidden by Vermont State Board of Education Regulations. The dictates of the State Board Regulations will be followed. The citations are as follows:
State Board Regulation 1250 Discrimination.
In order to provide equal educational and equal employment opportunities, no student and/or public school employee in the State of Vermont shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal and/or state funds as the result of or based on sex, race, color, creed, national origin, sexual orientation, or solely by reason of handicap/disability.

4.4 Achievement Section 122(c)(8)(C)

Individuals belonging to the special populations groups will be integrated with general population students in challenging vocational/technical programs capable of preparing students for further learning and for high skill, high wage careers. It is further the expressed intent of the Vermont State Board of Education that all students benefit from modifications necessary for a special populations student to successfully complete his/her educational program. The State Board Regulation is as follows:

State Board Regulation 1251 Reasonable Accommodations.

When a student with disabilities is not eligible for special education, but is determined to have a disability, accommodations shall be made as needed in such areas as adaptations, including behavior management interventions, and supplemental aids and services.

In the spirit of the foregoing regulation, there will be three general goals for both secondary and postsecondary students:

* To have each special populations student prepared for gainful employment in a high wage industry;
* To have each special populations student successfully complete her/his vocational technical program;
* To have each special populations student complete the requirements for a high school diploma or its equivalent.

These goals will be reached through four strategies:
(1) improving academic skills

(2) developing occupationally specific skills
(3) teaching employability skills
(4) having students experience all aspects of an industry.

4.4.1. Improving Academic skills

Incoming secondary students will have been tested with the "New Standards Reference Exam. The resulting data will be: 1) recorded; 2) reported to the State Department of Education; 3) analyzed by the vocational assessment staff member; and, 4) shared with the vocational technical instructors for its diagnostic value. Postsecondary students will have been assessed to determine whether they have the academic skills to successfully participate in a vocational-technical education program. Twice each semester, the vocational assessment staff member will review the special populations student's progress. At this time, the special populations student's progress and areas of needed improvement will be noted, and her/his program will be adjusted accordingly.

Upon exiting the program, the secondary special populations students will be tested with the "Accu Placer Test" to determine the academic level when exiting vocational technical education. The data on all exiting students will be reported to the State Department of Education. Concurrently the data from all exiting students will be analyzed and used to improve the programs.

4.4.2 Developing Occupationally Specific Skills

Occupationally specific skills will be tracked and recorded twice each semester. At this time, the special populations student's progress and areas of needed improvement will be noted, and her/his program will be adjusted accordingly. The final results obtained upon exiting the vocational technical program will be reported to the State Department of Education. Concurrently the data from exiting students will be analyzed to improve programs.

4.4.3 Teaching Employability Skills

Employability skills will be tracked and recorded twice each semester. At this time, the special populations student's progress and areas of needed improvement will be noted and her/his program will be adjusted accordingly. The final results obtained upon exiting the vocational technical program will be reported to the State Department of Education. Concurrently, the data from exiting students will be analyzed to improve programs.

4.4.4. Experiencing All Aspects of an Industry

Experiences in the workplace will include shadowing and unpaid cooperative education placements. More intense experiences in the workplace will include paid cooperative education placements and student apprenticeship placements. Successful completion of a student apprenticeship program will result in a "Certificate of Industry Competency Standards" issued by the Vermont State Board of Education. The final results upon exiting the programs will be

reported to the State Department of Education. Concurrently, the data from exiting students will be analyzed to improve programs.

4.5 Alternative Education Programs

Students applying for enrollment from an alternative program will be entitled to the Equal Access provisions granted ALL other students. Alternative education students will be enrolled in the same vocational technical programs as the general populations. In the event that they require supplemental services and/or program modifications, those services will be provided by the staff within the vocational technical center. Students enrolling from an alternative program who have a disabling condition and require more intensive services will be referred to the sending school. Students enrolling from an alternative setting will be expected to maintain the performance levels of the general population.

4.6 Non-traditional Preparation

Section 122(c)(7)

State leadership funds for non-traditional preparation will be used to support a position at the Department of Education. This position will be used to assist local education agencies in identifying high skill, high wage, and high employment occupations, including computer science and technology, that will be appropriate for students choosing non-traditional careers. The state will also assist local education agencies with curriculum development to provide programs that are supportive of non-traditional students.

The state leadership position will be used to assist technical centers, comprehensive high schools, and postsecondary institutions in providing support for individuals preparing for non-traditional training and employment. This includes teacher and staff in-service regarding effective ways of teaching, recruiting and other activities for non-traditional students to support their participation in non-traditional training and employment.

4.7 Corrections Education

Section 122(c)(18)

No more than 1% of the Carl Perkins Funding will be allocated to serve individuals in the custody of the Vermont Department of Corrections.

Over 90% of Vermont's offenders return to the communities within five years. Research has shown that education is an effective way of facilitating the successful return of offenders to the community. A "Successful Return" is defined as offender who is employed and abiding by the law. Vermont has a program called the "Restart Program" which provides education for offenders up to 22 years of age who have not completed their secondary education.

In addition to the adult offender facilities, Vermont has one institution for juvenile offenders (Woodside Juvenile Rehabilitation Center). The clientele in the juvenile center are of the age that career exploration is the most pertinent activity.

Funds from the Carl Perkins Act III will be allocated to the Woodside Juvenile Rehab Center for career exploration activities, and to the Restart Program for employability skills training. The Restart Program focuses on three phases of offenders' lives. Educational efforts concentrate on improving the **living, learning, and working** skills of the offenders. Data is collected in 22 areas relating to living, learning, and working.

In the interest of training adult offenders in high skills, high income occupations, Carl Perkins Funding from previous years has been used to bring technology education into the Restart sites. Each Restart center is equipped with computers and printers for the individual clients, and staff have been trained to teach computer skills.

One area in need of improvement is employability skills directed toward keeping a job once one has been attained. To this end, Carl Perkins III Funding will be used to purchase high technology equipment/curriculums for all of the Restart sites. Staff members are granted released time; training in employability skills and Applied Communications will be offered to staff members of the Restart Program.

Vermont has one institution for the detainment of juvenile offenders. (Woodside Juvenile Rehabilitation Center) At the Woodside Juvenile Rehabilitation Center, we will focus on Career Exploration curriculums and the implementation of a high tech employability skills training program.

Section V.

Tech-Prep

5.1 Articulation Agreements

Section 204(c)(1)

As a condition to grant approval, recipients will be required to prepare and submit to the Department of Education copies of articulation agreements by October 15 of their first implementation year.

5.2 2 + 2 + 2

Section 204(c)(2)

Vermont will build tech prep programs that articulate grades 9 - 14, and grades 9 - 16, and grades 9 to 2 years of post high school apprenticeship training.

a. The Department of Education will seek the counsel of the Department of Employment and Training to identify career clusters that have been identified by Vermont employers as having a shortage of trained employees.

b. The Department of Education will seek the assistance of the State Apprenticeship Council to identify apprenticeship categories with a shortage of applicants.

c. The Department of Education will work cooperatively with the postsecondary institutions and with the Apprenticeship Board to prepare sequences of courses leading from a secondary school diploma to an associate degree and, in limited occupational areas, to baccalaureate degrees in adult and postsecondary programs.

5.3 Tech Prep Elements

Section 204(c)(3)(A-D)

Academic Standards – Standards for tech prep programs must align with academic and workplace skills in the Vermont Framework of Standards. Acquisition of these standards will be tracked and student performance will be evaluated through standards-based assessment prior to entering a Tech Prep program. Students who do not meet or exceed the standards will receive student support services necessary to address areas of academic deficiency.

Non-duplicative Sequence - Standards for both the secondary and postsecondary portions of tech prep progarms will be built from industry standards that articulate the full range of skills needed for employment in specific industries. By specifically identifying the standards to be covered by each level, curricula can be developed the provides a coherent sequences of learning opportunities for students that include assessment and credentialling of skills.

Work-based Learning – Each tech prep program will include and define the role of work-based learning as part of the programming.

Educational Technology - Applicants for tech prep funding will be encouraged to include in their uses of funds educational technologies that support the instruction of academic, workplace and occupational skills.

Distance Learning – Special emphasis will be given in the development and approval of tech prep applications to utilizing distance learning as a way to provide postsecondary instruction as part of secondary programming.

5.4 Teacher In-service Training

Section 204(c)(4)(A-E)

The Department will support in-service training opportunities for tech prep teachers in academic and technical skill areas such as: applied academics, bio technologies, manufacturing technologies, construction technologies.

5.5. Guidance services

Section 204(c)(5)(A-E)

Grant recipients, working with the Department of Education consultant for guidance services, will be provided opportunities to improve their skills in such tech prep areas as:

- providing student information regarding tech prep education
- supporting students in completing programs;
- providing information on related employment opportunities
- staying current with the needs and expectations of businesses.

Guidance personnel will ensure that curricula are aligned with state standards and inform all sending school students of the importance of academic skill preparation in the high school years preceding technical education program enrollment

5.6 Special populations

Section 204(c)(6)

The Department will ensure that services are available for students with disabilities to ensure that they have access to tech prep programs and that they receive the necessary support programs to succeed in the programs of their choice. The department will promote tech prep grant programs that foster high wages and are gender neutral or non-traditional for their gender.

5.7 Preparatory services

Applicants for tech prep grants will show how sending schools will prepare prospective tech prep applicants with the academic skills needed to succeed and with the counseling services that will assist the student in making appropriate program selections.

5.8 Administrative Requirements

Section 204(a)(1)

5.8.1. Program eligibility

a. **Fund duration**

Applicants must describe five year tech prep education sequence with four years of possible funding: one planning year and three implementation years.

b. **Amount Available**

Anticipated state allocations: $360,000 FY 2000, $100,000 FY 1999 carry forward. Total: $460,000

c. **Grant Categories / Eligible Applicants**

Implementation Grants
Implementation grants must project a four year sequence.

First year – Eligible grant recipients must have successfully completed the tasks listed in the planning grant.
Funding - 7 grants for $15,000.
Total budget - $105,000.
Eligible institutuions – Barre, Burlington, Essex, Cold Hollow, Middlebury, Missisquoi, North Country, St. Johnsbury, St. Albans

Second Year – Eligible grant recipients must have successfully completed the objectives of the first year implementation grant.
Funding – 3 grants up to $25,000
Total Budget - $75,000
Eligible institutions – Hartford, Lyndon, St. Albans

Third Year (final year) – Eligible grant recipients must show successful implementation to date and must include a plan for continuation of the grant activities once the federal funds expire.
Funding – 6 grants up to $5,000
Total budget - $30,000
Eligible institutions – Hartford, Lamoille, Randolph, Springfield, Bradford, Burlington, VTC.

Special Emphasis Projects

Postsecondary Grants
Up to $106,000 has been earmarked for postsecondary schools that plan to work directly with regional technical centers and/or comprehensive high schools in developing exemplary tech prep projects. Postsecondary institutions may apply for an implementation grant for up to $35,000. Applicants may form consortia with membership from eligible institutions. Grant amounts could be multiples of $35,000 depending on the number of institutions in the consortium.

Registered Apprenticeship
Up to $60,000 has been set aside for support of organized registered apprenticeship programs. Applicants may request either a planning grant ($2,000) or up to $15,000 for an implementation grant.

A copy of the Tech Prep Grant Application can be found in Appendix P.

d. state level expenditures	$80,000
State administration - 5%	($20,000)
Statewide technical assistance -5%	($20,000)

Assistance for projects serving special populations, gender equity, industry involvement and assessment/reporting:

Teacher in-service(Applied Academics)	($30,000)
Counselor inservice	($10,000)

d. Program organization - secondary schools. In Vermont, technical education is normally offered for 120 minutes in the 11th and 12th years. However, some secondary schools have organized their technical education program to be offered for 240 minutes in one academic year. These schools will be considered eligible to apply for technical education funding.

5.8.2 Special consideration Section 205(d)(1-5)

Special consideration will be provided to the following:

a. Post secondary schools that provide effective employment placement activities.

b. Post secondary schools that provide for the transfer of students from an associate degree program to a baccalaureate degree program.

c. Applications are developed in consultation with business, industry, institutions of higher education, and labor organizations.

d. Applications that address the needs of special populations including potential school drop outs.

e. Applications that provide education and training in areas or skills in which there are significant workforce shortages.

f. Applications that demonstrate how tech prep programs will help students meet high academic and employability competencies.

5.8.3 Equitable distribution to urban and rural consortium participants Section 205(d)(1-5)

Equitable distribution of assistance will be provided to eligible agencies in urban and rural consortia.

5.8.4 Evaluation Section 114(c)(b)(1)

Grant recipients will be required to submit annually the following information in a format provided by the Department of Education:

a. The extent to which tech prep funds have improved the technical education program.

b. The extent to which tech prep has improved teacher qualifications through teacher preparation, teacher inservice programs.

c. The extent to which tech prep is responsible for recruiting students in voc tech education.

d. The extent to which tech prep has improved the academic and employment outcomes of participants.

(1) The number of students in tech prep meeting state adjusted levels of performance.

(2) The extent and success of integration of academic and occupational skill instruction in tech prep projects.

(3) The extent to which tech prep programs prepare students for employment in high skill, high wage careers or post secondary education or two year apprenticeship programs.

(4) The extent to which educational technology and long distance learning are used in tech prep programs and an indication of its effectiveness.

(5) The effect of performance levels on the delivery of services.

5. 8.5 Reporting Section 206

Annually, by July 15th, grant recipients will report to the Department of Education evaluative data as described above. Such reports will be aggregated, reviewed for consistency of data and for performance levels. The reports will be disseminated state wide and to agencies as required by the US Department of Education.

Section VI.

Financial Requirements

6.1. Assurances

6.1.1 Financial Audit

Section 122(c)(10)

The Vermont State Board of Education assures compliance with Title I and the provisions of the State Plan, including the provision of a financial audit of funds to be received under this title which may be included as part of an audit of other Federal and State programs.

6.1.2 Equipment Purchases

Section 122(c)(11)

The Vermont State Board of Education assures that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

6.2 Secondary / Postsecondary Allocation

Section122(c)(4)(a)

Of the funds made available through the Carl D. Perkins Vocational and Technical Education Act of 1998, Vermont will make 85% available to eligible recipients. Of this amount, 80% will be directed to secondary eligible recipients and 20% will be directed to postsecondary eligible recipients. The rationale for this allocation is that this continues the allocation established in the prior Perkins Act and provides recipients some continuity in funding levels and strategies for the uses of federal funds.

6.3 Consortia

Section 122(c)(4)(B)

6.3.1 Secondary Consortia

By state rule, Vermont is divided into seventeen technical education regions. Allocations are made by formula to regions. Within several regions, technical programs are provided by a consortium of schools. In two regions, the consortium is made up of a technical center and a comprehensive high school. In one region, the consortia is made up of three comprehensive high schools (see Section 6.7 for more detail).

For purposes of receiving federal funds, consortia members must

- have their local plan approved by the regional advisory board for technical education before submitting it to the state to insure that the plan addresses regional needs and does not duplicate programs or services
- make all programs equally accessible to all students within the region

- operate programs of sufficient size, scope and quality so as to offer a curriculum that covers standards for a state-approved program.

The allocation to the region is divided among the members of the consortium serving that region based on the average enrollment of the preceding six semesters.

6.3.2 Postsecondary Consortia

For the purposes of this act, postsecondary institutions that offer technical education programs may form consortia to meet minimum funding requirements. When such consortia are created they must use Perkins funds for projects that:

- provide services to all postsecondary institutions participating in the consortia
- are of sufficient size, scope and quality to be effective.

Such funds cannot be reallocated to individual members of the consortium for projects benefiting only one member of the consortium unless the consortium receives a waiver from the Vermont Department of Education based on the members' locations in rural, sparsely populated areas.

6.4 State-level Allocations

The allocation of funds made available to Vermont will be as follows:

Funds available under Section 111	$4,214,921
Administration (5%)	$ 250,000
State Leadership (10%)	$ 421,492
(Gender Equity)	($60,000)
(Corrections)	($42,149)
Secondary & Postsecondary (85%)	$3,543,429
(Secondary Allocation)	($2,834,743)
(Postsecondary Allocation)	(708,686)

6.5 Allocation to Eligible Recipients

6.5.1 Secondary Recipients

The total amount of funds allocated to secondary recipients will be $2,834,743. The first column in the chart that follows identifies the allocation to the technical education region, the second column identifies the contribution of the region to the professional development consoritium, and the third column identifies the funds available to regions to carry out other projects required by the Act.

AVC/LEA	TOTAL FUNDS	MENTOR FUNDS	REMAINING FUNDS
BARRE	212,732	8,630	204,102
BENNINGTON	231,037	9,373	221,664
BRADFORD	80,022	3,246	76,776
BRATTLEBORO	213,437	8,659	204,778
BURLINGTON	257,702	10,454	247,248
ENOSBURG	75,799	3,075	72,724
ESSEX JUNCTION	223,956	9,085	214,871
LAMOILLE	155,340	6,302	149,038
MIDDLEBURY	152,795	6,199	146,596
NORTH COUNTRY	200,133	8,119	192,014
RANDOLPH	157,331	6,383	150,948
RUTLAND	281,343	11,414	269,929
ST. ALBANS	190,189	7,716	182,473
SPRINGFIELD	139,184	5,646	133,538
HARTFORD	100,367	4,072	96,295
ST. JOHNSBURY	153,703	6,235	147,468
CANAAN	9,673	392	9,281
Totals	2,834,743	115,000	2,719,743

In FY 2000, there will not be a Reserve fund as allowed in 112(c) of the Act.

6.5.2 Postsecondary Recipients

Postsecondary institutions that meet eligibility requirements and that will receive funds under the Act are: Champlain College, Community College of Vermont, and Vermont Technical College. The allocation for FY 2000 are as follows:

Champlain College -	$170,901
Community College of Vermont -	$411,203
Vermont Technical College	$126,582
Total	$708,686

6.6 Allocation to Consortia

6.6.1 Secondary Consortia

Of the amounts allocated to technical center regions identified in Section 6.6, the amounts allocated to members of secondary consortia are as follows:

Region	School	Amt/School
North Country - $192,014	North Country Career Center	$158,764
	Lake Region UHS	$ 33,250
St. Albans - $183,073	Northwest Technical Ctr.	$143,207
	Missisquoi Valley UHS	$ 39,866
St. Johnsbury - $147,468	St. Johnsbury Academy	$116,759
	Lyndon Institute	$ 27,699
	Concord School	$ 3,020

6.6.2 Postsecondary Consortia

No postsecondary institutions applied for funding as a member of a consortium.

6.7 Allocation Formula

Section 131

6.7.1.1 Secondary Formula for FY 2000

In FY 2000, the secondary allocation formula will be as follows:

1. Seventy percent – from 70% of the amount made available for secondary recipients, each local education agency (LEA) shall be allocated an amount that bears the same relationship to such 70% as the amount such local education agency was allocated under section 1124 of t he Elementary and Secondary Education Act of 1965 for the preceding fiscal year bears to the total amount received under such section by all local education agencies in the State for such preceding fiscal year.
2. Twenty percent – from 20% of the amount, each LEA shall be allocated an amount that bears the same relationship to such 20% as the number of students with disabilities who have individualized education programs under section 614(d) of the Individuals with Disabilities Education Act served by such LEA for the preceding fiscal year bears to the total number of such students served by all local education agencies in the State for such preceding fiscal year.
3. Ten percent – from 10% of the amount, each LEA shall be allocated an amount that bears the same relationship to such 10% as the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of such LEA for the preceding fiscal year bears to the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of all LEAs in the State for such preceding fiscal year.

6.7.1.2 Secondary Formula for FY2001-2004

For FY 2001 and succeeding fiscal years, the secondary allocation formula will be as follows:

1. Thirty percent – 30% shall be allocated to each LEAs in proportion to the number of individuals aged 15-19, inclusive, who reside in the school districts served by such LEA for the preceding year compared to the total number of such individuals who reside in the school districts served by all local education agencies in the State for such preceding fiscal year.
2. Seventy percent – 70% shall be allocated to each LEA in proportion to the number of individuals aged 15-19, inclusive, who reside in the school district served by such LEA from families with incomes below the poverty level compared to the number of such individuals who reside in school districts served by all LEAs in the State the preceding fiscal year. (The source of this information will be identified in the FY 2001 amendments for that fiscal year and succeeding fiscal years.)

6.7.2 Postsecondary Formula

Section 132

6.7.2.1

A request for a waiver for the distribution of funds has been submitted to the U.S. Department of Education. The rationale for the waiver and the resulting formula are identified below.

Rationale – The Vermont formula requests a variation on PELL Grant recipients and recipients of assistance from the Bureau of Indian Affairs from that identified in the Act. Instead of allocating funds on the sole basis of the number of such recipients in technical education programs, the Vermont formula would allocate 50% of the funds on this basis and the other 50% on the basis of the number of credit hours taken by these recipients. The proposed formula serves the needs of economically disadvantaged students better than the original formula by directing additional funds to eligible postsecondary schools that enroll a greater percentage of full-time students. The rationale for this is that the proposed formula more adequately channels resources to institutions that provide the most programming to economically disadvantaged students. The need for high quality programming is partially a factor of how many students are served and also how many courses in which they enroll. The proposed formula takes both of these factors into account.

6.7.2.2 Requested Formula

If Vermont is granted the waiver, the formula for distribution of funds to postsecondary institutions would be as follows:

1. Fifty Percent – From 50% of such funds made available for postsecondary institutions, each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to such 50% as the number of PELL Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the State for such year.
2. Fifty Percent – From 50% of such funds made available for postsecondary institutions, each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to such 50% as the total number of credit hours taken by PELL Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium of institutions bears to the total number of credit hours taken by such recipients enrolled in such programs within the State for such year.

6.8 Reserve for Secondary Recipients

In FY 2000, the formula for allocating funds to secondary recipients does not change from the prior act. Consequently, there are no significant shifts of funds between recipients. Therefore, Vermont will not reserve an amount under Section 112(c) for this fiscal year.

For subsequent years, because the data to run the new formula for these years has not yet been identified, it has not been possible to project the impact of the new formula. As that data becomes available and the impact can be identified, Vermont will identify in its annual amendment/s whether it will reserve funds and how they will go out.

6.9 Rural & Sparsely Populated

6.9.1 Definitions

For purposes of the Act, the definition of rural, sparcely populated will be that of "Urban and Rural" found in the 1990 CPH 1-47, Summary of Population and Housing Characteristics for Vermont, of the United States Census Bureau:
Urban – all territory, population, and housing units in urbanized areas and in places of 2,500 or more persons outside urbanized areas. More specifically, "urban" consists of territory, persons, and housing units in:

1. Places of 2,500 or more persons incorporated as cities, villages, boroughs, and towns (except in the six New England States, New York, and Wisconsin), but excluding the rural portions of "extended cities"
2. Census designated places of 2,500 or more persons
3. Other territory, incorporated or unincorported, included in urbanized areas.

Rural – territory, population , and housing units not classified as urban constitute "rural".

6.9.2 Determination

The table that follows, The Rural State of Vermont, shows the rurality of Vermont. Statewide, 32.2% of the population is urban while 67.8% of the population is rural. Only 15.5% of the state population resides inside urbanized areas as per U.S. Census definition. That means that 84.5% of the Vermont population lives outside urbanized areas. Map G-5 (Appendix Q) illustrates Vermont's one Metropolitan Statistical Area (MSA) and it is the only place of 25,000 to 49,999 inhabitants. Map G-6 (Appendix Q) illustrates the components of Vermont's urbanized area (UA)found in greater Burlington. All areas outside this one UA will be considered rural, sparsely populated areas. Only the Burlington Technical Center, the Essex Technical Center, and postsecondary institutions within the Greater Burlington area are determined to be in a UA. All other recipients are found outside the MSA and determined to be in rural, sparcely populated areas.

Table – *The Rural State of Vermont*

County / State	% of total pop. in Urban	% of total pop in Urban Area	% of total pop in Rural
Addison	26.1	-	73.9
Bennington	26.6	-	73.4
Caledonia	23.1	-	76.9
Chittenden	66.1	66.1	33.9
Essex	-	-	100
Franklin	18.4		81.6
Grand Isle	-	-	100
Lamoille	-	-	100
Orange	-	-	100
Orleans	18.4	-	81.6
Rutland	29.3	-	70.7
Washington	32.3	-	67.7
Windham	36.2	-	63.8
Windsor	12.4	-	87.6
Vermont	32.2	15.5	67.8

6.10 Waivers – Rural Areas

Section 131(d)(2)

Of Vermont's 17 technical education regions, one region has only one high school. This region is in the far Northeast section of the state known traditionally known as the Northeast Kingdom. The region is 100% rural (see Essex County in Section 6.10) and its sole high school is Canaan Memorial School. Because it over sixty miles distant and is too remote from the only technical center in the region, North Country Career Center, to send students there for technical education programs, it is allowed to function as a comprehensive high school and offer technical programs for its students. While its allocation of Perkins funds is less than $10,000, Vermont is seeking a waiver of the $15,000 minimum due to the rural, sparesely populated nature of the region.

Section VII.

Edgar Certifications

I hereby certify:

A. **That the Vermont Department of Education is eligible to submit the Vermont State Plan for Vocational-Technical Education. [34 CFR 76.104(a)(1)]**

B. **That the Vermont Department of Education has the authority under Vermont State Law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**

C. **That Vermont may legally carry out each provision of the Plan for Vocational-Technical Education. [34 CFR 76.104(a)(3)]**

D. **That all provisions of the Plan are consistent with Vermont State Law. [34 CFR 76.104(a)(4)]**

E. **That the Commissioner of Education has the authority under state law to receive, hold, and disburse federal funds under the Plan. [34 CFR 76.104(a)(5)]**

F. **That the Commissioner of Education has the authority to submit the Plan. [34 CFR 76.104(a)(6)]**

G. **That the Vermont State Board of Education has adopted and formally approved the Plan as of March 17, 1999. [34 CFR 76.104(a)(7)]**

H. **That the Plan is the basis for Vermont's operation and administration of the Plan. [34 CFR 76.104(a)(8)]**

I. **That a copy of the Vermont State Plan for Technical Education for Fiscal Years 2000 through 2005 was furnished to the Administrative assistant to Policy Research and Coordination in the spring of 1999 for the purpose of placing the Plan in the Vermont Intergovernmental Review System as established by Executive Order 12372.**

_____ _____

Date **Marc E. Hull, Commissioner**
Vermont Department of Education

J. A signed form GCS-009, "Certification Regarding Debarment, Suspension, and other Responsibility Matters, Primarily Covered Transactions " is found in Appendix A. [34CFR 85]

K. A signed form ED 80-0008, "Certification Regarding Lobbying for Grants and Cooperative Agreements is found in Appendix A. [34CFR 82]

L. A Drug-Free Workplace Certification was signed and filed with the U.S. Department of Education. A copy of the signed certification is found in Appendix A. [34 CFR 85]

M. A Drug Education Certification was signed and filed with the U.S. Department of Education. A copy of the signed certification is found in Appendix A. [34 CFR 85]

_____ Date

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Marc E. Hull, Commissioner
Vermont Department of Education